

Equality Action Plan

Check List for School Staff and Governors

- Is information collected on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Are the protected characteristics considered in monitoring pupil achievement? Are there trends or patterns in the data that may require additional action and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to the protected characteristics?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, gender reassignment, disability, religion or belief, sex and sexual orientation and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around the protected characteristics?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, religion or belief, disability and gender?
- Are procedures for the election of parent governors open to protected characteristic candidates?

- 1. Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
 - a. Race**
 - b. Disability**
 - c. Gender**
 - d. Sexual orientation**
 - e. Community cohesion**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**

1. Mission statement

At Wanborough Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, gender reassignment, pregnancy and maternity, age, sexual orientation, marital status, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Wanborough Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

Monitor achievement data and action any gaps;

Take account of the achievement of all pupils when planning for future learning and setting challenging targets;

Ensure equality of access for all pupils and prepare them for life in a diverse society;

Use materials that reflect the diversity of the school, population and local community without stereotyping;

Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

Seek to involve all parents and guardians in supporting their child's education;

Encourage classroom and staffroom discussions of equality issues which reflect on social stereotypes, expectations and the impact on learning;

Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate against the nine protected characteristics, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Wanborough Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, age, pregnancy and maternity, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring, recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the 2010 Equality Act. (See Equality Policy)

The action plan at the end of this Equality Plan outlines the actions Wanborough Primary School will take to protect and meet the needs of pupils and staff.

5. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender, religion or belief, sexual orientation or disability.

The governing body ensures that no child is discriminated against whilst in our school.

The role of the Headteacher (or senior leader responsible for Equalities)

It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Harassment on account of race, gender, disability, age, religion, marital status or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, age, religion, marital status, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident

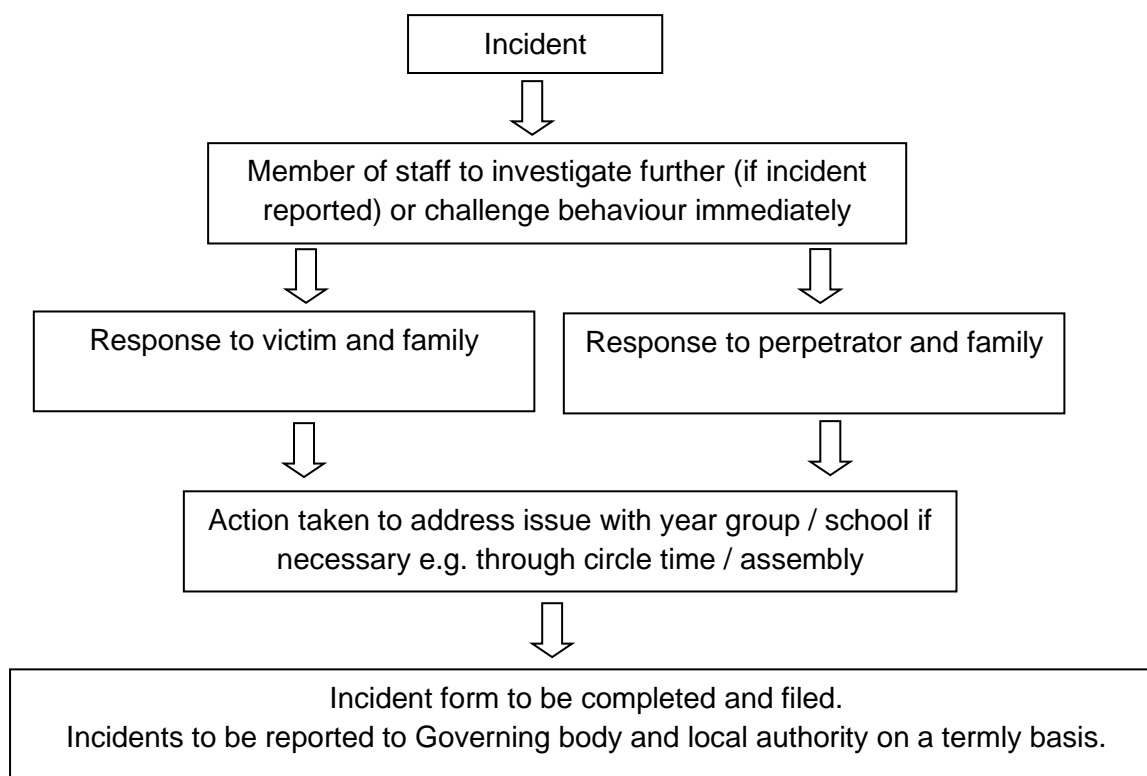
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's age, race, disability, marital status, religion or belief, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting is outlined below:



8. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

9. Publishing the Plan

In order to meet the statutory requirements of the 2010 Equality Act, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

10. Action Plan 2022-2024

Equality Strand	Action	Success criteria	By whom	Time	Achieved/Success
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head Teacher to organise and delegate.	Published on the school website Annual review by governors.	
All	To ensure our school curriculum meets and exceeds statutory duties	Jigsaw PSHE scheme taught across the school Workshops, presentations, special weeks/days and extra-curricular activities encouraged to extend opportunities for learning	PSHE lead SLT / PSHE lead	Ongoing Ongoing	
All	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT Governing body	Termly	
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	More diversity reflected in school displays and materials for lessons across all year groups	SLT School staff	Ongoing	

All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT School staff	Ongoing	
------------	---	---	---------------------	---------	--

Race Equality Duty	To identify, respond and report racist incidents as outlined.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.	Head Teacher	Ongoing	
	To report the figures to the Governing body on a termly basis.	Staff followed guidance consistently and effectively as outlined above.	School staff (monitored by SLT)	Ongoing	
		Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged.		Termly	

Gender Equality Duty	To ensure opportunities arranged within school have an appropriate balance between girls and boys.	Equal representation / opportunities for boys and girls.	SLT, School staff, PE co-ordinator and	Ongoing	
		Clubs are accessible to boys and girls. Sports Day arrangements to be reviewed	Club leaders. SLT	Summer 2023	

Gender Equality Duty	To ensure school uniform requirements are inclusive for all pupils.	School uniform guidance is related to the seasons and not gender specific.	Headteacher	Ongoing	
-----------------------------	---	--	-------------	---------	--

<p>Disability Equality Duty</p>	<p>To ensure pupils with a disability are actively involved in school activities eg clubs.</p> <p>To ensure there is effective transition between classes and schools.</p>	<p>Pupils with a disability are participating in extra- curricular activities.</p> <p>Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.</p>	<p>Class teacher</p> <p>SLT, School staff</p>	<p>Ongoing</p> <p>Term 6</p>	
--	--	---	---	------------------------------	--

Reviewed – November 2022

Next Review – November 2024