



# **George Carey Church of England Primary School**

## **Single Equalities Policy**

**Agreed by Governors: Sept 2017**

**Date to be reviewed: March 2018**

**Our Mission statement: *A Christian school for all, at the heart of the local community, where children grow together in knowledge, understanding, friendship and love***

## **Context**

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

The following policy guidance and exemplar equalities action plan are intended to support schools to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

## **Equality and the Law**

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race,
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics.

## **Equality Policy – George Carey Church of England Primary School**

### **Equalities Mission Statement**

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, age and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

### **Implementing the Equality Mission Statement**

#### **Providing High Quality Teaching and Learning**

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

## **The Central Role of All School Staff (Teaching and Support Staff)**

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

## **The Role of the Headteacher**

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

## **The Role of School Governors**

The school governing body will set out its commitment to equal opportunities by:

- Ensuring that the School Single Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

## **Development of the Equalities Plan**

It is a requirement that the development of the school equalities 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 utilising:

- Feedback from the annual parent questionnaire, parents' evening, parent–school forum meetings and/or governors' parent–consultation meetings.
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

## **Review of progress and impact**

Our School Single Equality Plan has been agreed by our Governing body. 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.

## **Publishing the plan**

In order to meet the statutory requirements to publish a School Single Equality Plan and 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 paper copies available for all interested parties.

**Date Agreed by Governing Body: Sept 2017**

**Review Date: March 2018**

## George Carey Church of England Primary School Equalities Action Plan 2017-18, reviewed in March 2017.

Objective(s)	Action(s)	How will the impact of the action be monitored?	Person(s) responsible	Timescales	Success Indicators
Embed effective systems to communicate the school's equality duties	Disseminate the School Single Equality Plan through the school website, newsletter, staff meetings.  Signpost website to parents and invite feedback through the website. Discuss with the school council	Include questions relating to the School Single Equality Plan in the annual survey of parents.  Discussion with pupils during school council / circle time.	Head teacher  SLT  Welfare and Safety Team	October 2017	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents have been clearly signposted to the equality plan, and have the opportunity to respond via the web site
To continue to ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.  Ensure any relevant information gathered contributes to a proactive response in the school development plan	Analyse assessment data to judge the success of the planned interventions and support.	SLT  SENDCO  Inclusion  Welfare and Safety Team to be included re vulnerable children	Termly	Analysis of teacher assessments / annual data demonstrates the performance gap is beginning to narrow for vulnerable groups  Analysis is reflected in the school SEF and school development plan

Continue to develop the range of opportunities within the school's curriculum to address equalities issues.	<p>Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.</p> <p>Increased opportunities to be proactive in promoting a positive image of a range of equalities issues eg autism awareness,</p>	Increase in pupils' knowledge and understanding of equalities, participation, confidence and achievement.	Curriculum Coordinator(s)	September 2017	<p>Increasing participation and confidence of targeted groups</p> <p>Opportunities within a range of curriculum areas to promote positive examples of different groups of people</p>
Continue to ensure that disabled pupils are fully represented.	<p>Recognise and celebrate the achievements of disabled pupils and ensure participation in school activities</p> <p>Closely monitor the progress and achievement of every disabled child</p> <p>Ensure that challenging targets are set for disabled children</p>	<p>Analysis of school rewards profile.</p> <p>Assessment and tracking data.</p> <p>Progress towards meeting targets.</p> <p>Use of progress meetings</p>	<p>SLT</p> <p>SENDCO</p> <p>Inclusion</p>	Termly	<p>Achievements increasingly recognised and celebrated</p> <p>Progress towards targets is good / targets met or exceeded</p>
The school environment promotes diversity.	<p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability.</p> <p>A range of different languages are used in displays e.g. welcome, vocabulary in different languages</p>	Monitor pupils' responses to the school environment in school surveys.	<p>Head teacher</p> <p>Display co-ordinator</p> <p>SLT</p>	Initially by December 2017 then termly monitoring	<p>Increasing diversity reflected in school displays across all year groups as measured through learning walks and other observations from SLT and curriculum co-ordinators</p> <p>Pupils' report positive impact of displays (through School Council</p>

					meetings)
The school has a communication friendly environment	Easy to follow signage ensures that visitors are able to access different areas of the school	Monitor signage through learning walks	Head teacher	September 2017	Signage is present and easy to follow
All pupils are encouraged to make a positive contribution to the life of the school community	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities.	Analysis of participation rates.	School council co-ordinator  SLT	December 2017	Overall increasing participation rates including vulnerable groups / individuals
Continue to respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.  Report incidents to the governing body and local authority.	Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing body  Safe guarding team with Inclusion and Vulnerable Children teams	Ongoing	School staff respond quickly and appropriately to all instances of racism, victimisation and harassment.  Nil reporting is challenged by the Governing body  Decreasing frequency of incidents.
All children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;	Ensure that all efforts are made to include all children in all aspects of the curriculum. This is dependent on the child and parent's wishes being included in the planning.  Risk assessments to be completed and additional staffing/ resources made available where necessary	Monitor pupil's involvement on all aspects of the curriculum through the annual review process where appropriate and through progress meeting and SEND reviews.  Monitor numbers of	SLT and Inclusion Manager  Curriculum co-ordinators, visit co-ordinator.  Lunchtime	ongoing	Children are accessing all aspects of the curriculum  Procedures are in place to allow access to curriculum areas as required.



		children with specific needs accessing lunchtime clubs	supervisor		
Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status	<p>Use of appropriate funding (such as pupil premium and LAC funding).</p> <p>Therapeutic Breakfast club for children identified as SEMH</p> <p>Risk assessment and inclusion plans to be written and followed as appropriate</p> <p>Work together with parents and children to provide clubs that cater for a variety of needs and are in the areas of interest of a wide range of children as specified in the objective.</p>	Monitor the attendance of extended school facilities.	Head teacher, extended schools co-ordinator, Inclusion manager, Welfare and Safety Team	On-going	<p>Children who wish to attend extended school activities are able to.</p> <p>Procedures are in place to allow access to extended school provision.</p>