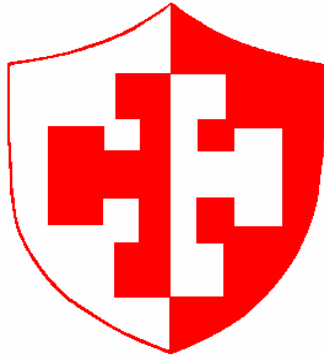


Prees C.E. Primary School and Nursery



Part of Fields Multi Academy Trust

Equality Plan 2022 - 2025

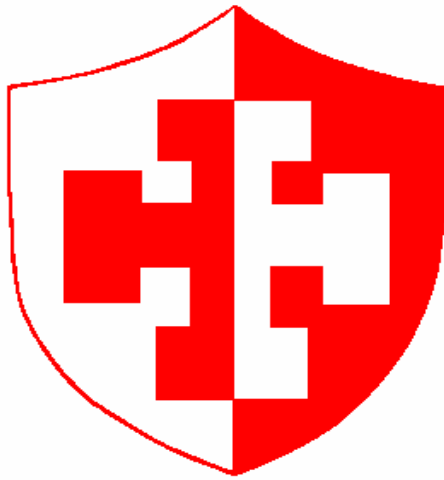
Plan written: September 2016

Agreed by staff and Governors: October 2016

Reviewed: September 2023

To be reviewed: September 2024

“Prees CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.”



Believe and Achieve

We are a caring, supportive village school; underpinned by Christian values.

We encourage all children to shine in a nurturing, creative environment.

We foster within our children a love of learning and a confidence in their own abilities.

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises our school's approach in ensuring equality for all.

The Equality Duty is a duty on public bodies and ensures that they consider the needs of all individuals in their day to day work. It supports good decision making by encouraging public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of their activities on different people, and how inclusive public services can support and open up people's opportunities, public bodies are better placed to deliver policies and services that are efficient and effective.

The Equality Duty has three aims:

- 1. To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;**
- 2. To advance equality of opportunity between people who share a protected characteristic and people who do not share it;**
- 3. To foster good relations between people who share a protected characteristic and people who do not share it.**

Policy statement

- a) In accordance with our school values we pledge:
 - to respect the equal human rights of all our children;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the schoolcommunity.
- b) We will assess our current school practices and implement all necessary resultingactions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,

- gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

Aims

- To ensure that all children have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to in all we do.
- To ensure that children and parents are fully involved in the provision made by our school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

Meeting our Duties

Race Equality

The general duty to promote race equality means that we must have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.

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’**

Racist incidents are reported to Governors and the Local Authority each term. The records we keep detail the nature of the incident and the resolution that has been reached to the problem.

Disability Equality

The general duty to promote disability equality is owed to all disabled people, which means that we must have due regard to promote equality of opportunity between disabled people and other people, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people, encourage participation by disabled people in public life, take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

In the 2010 Equality Act a person has a disability if:

- **They have a physical (e.g. sensory impairment) or mental (e.g. learning difficulty) impairment**
- **The impairment has a substantial and long term adverse effect on their ability to perform normal day to day activities.**

Accessibility

There is specific disability legislation in relation to disabled children and accessibility which means we must plan strategically over time to increase access to the curriculum, make improvements to the physical environment of the school to increase access, make written information accessible to children in a range of different ways, we must ensure that disabled children do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. Prees CE Primary School will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Equality Plan to make it easier to monitor our progress and performance in meeting our objectives.

Age, Sexual orientation, Religion and Belief

We must ensure that we do not discriminate on these grounds.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within Prees CE Primary School. All staff are expected to deal with any discriminatory incidents that may occur, identifying and challenging prejudice and stereotyping and supporting the full range of diverse needs according to a child'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 the class teacher/ Assistant Headteacher/Headteacher as necessary.

What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, 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.

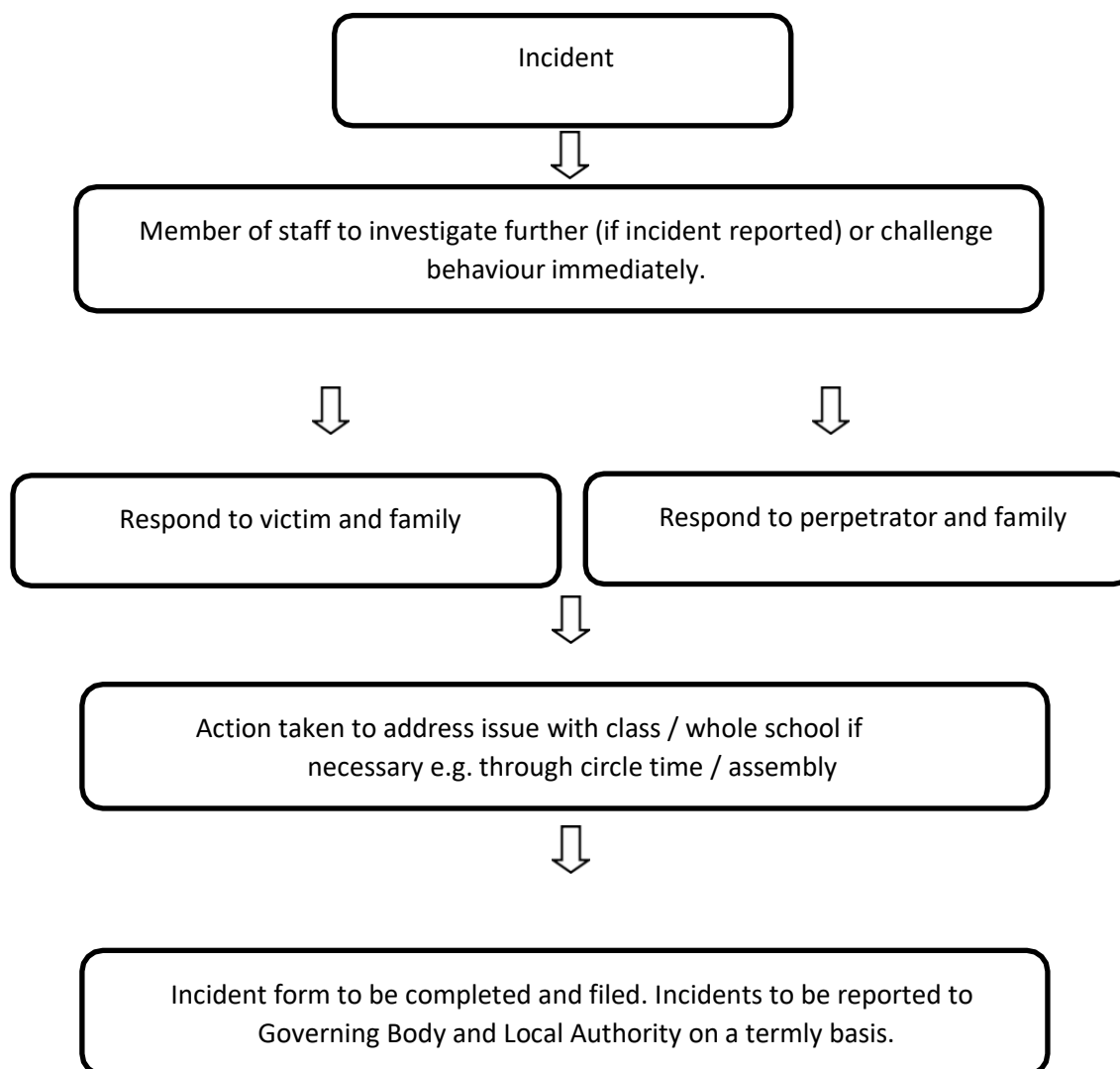
Types of discriminatory incidents that can occur are:

- 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.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Ridicule of an individual for difference e.g. food, music, religion, dress.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Discriminatory Incidents / Hate Crime

Children and staff are regularly reminded of how to report incidents and staff members understand that dealing with incidents effectively is vital to the well-being of the whole school.

Procedure for Responding to and Reporting Incidents of Hate Crime:



Ensuring Equality of Opportunity and Participation

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents/carers feel fully engaged in the school. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

Prees CE Primary School will ensure that:

- All staff are aware of the school's Equality Plan.
- Children's achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.

- Disabled children can take part in all aspects of the curriculum, including educational visits; lunchtime activities; PE and dance and assemblies.
- Extended school activities take into account children's needs and access issues and children attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- Staff, children, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings etc.

Prees CE Primary School will provide:

- Extra and additional support for children who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

Promoting Positive Attitudes and Meeting Needs Prees CE Primary School will:

- Promote positive images which reflect the diversity of the school and country in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays.
- Help children and young people to understand others and value diversity.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Support disabled children in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- Promote shared values, awareness of human rights and how to apply and defend them.
- Develop skills of participation and responsible action, e.g. through PSHE.

Eliminating Discrimination and Harassment Prees CE Primary School will:

- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, disability, sexual orientation or socio-economic status.

- Keep a record and report how these incidents are dealt with to the Local Governing Body and Local Authority on a termly basis.
- Review our approach to race, gender and disability bullying and harassment whenever we review our Anti-Bullying Policy.

Roles and Responsibilities - Governors

- The Local Governing Body confirms its commitment to equal opportunities and diversity in this plan; it will continue to do all it can to ensure that the school is fully inclusive to children and responsive to their needs based on race, gender, religion, belief and disability.
- Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender, religion, belief or disability.
- Governors seek to ensure that:
 - people are not discriminated against when applying for jobs at our school on the grounds of race, gender, religion, belief, pregnancy and maternity, sexual orientation, gender re-assignment or disability.
 - the school environment gives access to people with disabilities and also strives to make school communications as inclusive as possible for parents, carers and children;
 - no child is discriminated against or disadvantaged whilst in our school on account of their race, gender, religion, belief or disability.
- The Local Governing Body supports the Head teacher in their role to implement the Equality Plan.

The Headteacher

- It is the Head teachers' role to implement the Equality Plan with the approval and support of the Local Governing Body.
- The Head teacher seeks input and feedback from staff, parents and Governors on the Equality Plan.
- The Head teacher ensures that all staff are consulted upon and aware of the Equality Plan and that teachers are trained to apply these guidelines fairly in all situations.
- The Head teacher 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 Head teacher 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 Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

All Staff

- All staff promote equality and community cohesion.
- All staff ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the School's Equality Plan.
- All staff strive to provide material that gives positive images based on race, gender, religion, belief and disability, and challenges stereotypical images.
- All staff challenge any incidents of victimisation or prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head teacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Children

- All children are aware of the principles of Equality of Opportunity and Diversity through teaching, the curriculum and discussions and are given the opportunity to contribute to the Equality Plan through debate via the School Council.
- All children are encouraged to celebrate diversity and to understand and promote equality of opportunity in all school activities so that it becomes second nature to them.
- All children are made aware of the impact of hate crime through PSHE; they are encouraged to show tolerance and respect for differences and challenge hate crime in all its forms.

Action Taken to Promote Equality and Tackle Discrimination:

How Prees CE Primary School ensures that our provision meets the needs of all children.

- We encourage all children to participate in all aspects of school life, including Worship, extra-curricular activities and the School Council, and seek to ensure that children who make a positive contribution are reflective of the school's diversity.
- We monitor achievement data by ethnicity, gender and disability and take action on any gaps and patterns.
- We record incidents of bullying and harassment of children and staff by race, disability and gender and use the information to make a difference to the experience of other children.
- We actively promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- We report incidents of hate crime to the Governing body and Local Authority on a termly basis.

- We ensure that our teaching approaches are inclusive and reflective of all of our children.
- We prepare children for life in a diverse society through the curriculum that we study, visits and visitors.
- We use materials and visual displays that reflect the diversity of the school, local community and nation in terms of race, gender and disability, without stereotyping.
- We encourage classroom discussion of equality issues, which reflect on social stereotypes, expectations and the impact on learning.
- We provide opportunities through the curriculum for children to appreciate their own culture and celebrate the diversity of other cultures.
- We make reasonable adjustments to enable all children to access the school building and the curriculum, irrespective of academic ability or physical disability, e.g. through the deployment of Teaching Assistants to support children with SEND.
- We provide dedicated Teaching Assistant support for children for whom English is an additional language to help them to develop their language and literacy skills.
- We promote teamwork and collaboration throughout the curriculum to enable children from different backgrounds to be able to work together effectively.
- We provide a broad and balanced curriculum, which is designed and modified to meet the needs of individuals and groups of children, e.g. through Teaching Assistant support, the use of aids and appropriate differentiation.
- We empower all parents/carers to support their child's education by keeping them informed about learning and progress through newsletters, class assemblies, parent/carers consultations, regular homework activities, which encourage parental involvement and through communication via the children's Reading Diaries.

What we have achieved so far

Accessibility

The school has made the following adjustments to improve accessibility:

- Installation of wheelchair ramps to the majority of the school building.
- Suspended ceilings installed to improve acoustics.
- Included the provision of a disabled toilet to ensure equal access for all users.

- Specialist equipment is purchased as and when required e.g. large, colour-coded, lowercase keyboards; iPads with specialist apps; sloping boards; sit and move cushions; coloured overlays; specially shaped pencils and pens.
- Staff undertake any relevant training e.g. Makaton, Autism awareness, Cool Kids, Deaf awareness training to ensure they can support children with specific needs.

Monitoring and Reporting

We collect and analyse the following equality information for our children:

- The performance of boys and girls in both national tests and teacher assessments.
- The progress of children with education and health care plans is reviewed through the annual statement review process.
- The effectiveness of regularly monitored and reviewed One Page Profiles which children with special educational needs are supported through.
- The number of incidents of hate crime.

Equality objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objectives:

Ensure SEND children make good progress by providing appropriately differentiated quality first teaching.

Revise PSHE curriculum and supporting learning opportunities so that all groups of children learn well and develop as self-confident and independent learners because their emotional well-being is supported effectively.

As the curriculum is revised ensure that there are opportunities to explore different racial, ethnic, cultural and religious groups in the UK and the wider world and the similarities and differences within and between those groups.

Ensure the school ethos enables children to develop an understanding about the consequences of racial and religious intolerance and discrimination and the skills to challenge discrimination, including racism.

Action Plan

Equality Strand	Planned Outcomes	Planned Actions	By whom	By when	Indicators /how to measure
All	All staff and Governors are aware of the Equality Plan and understand their responsibilities. The plan is accessible to all through the school website. Promote equality by ensuring roles within school are accessible to all.	Raise awareness of the revised EP at Staff / TA Meetings. Include the EP in the Induction Programme for all new staff and governors and updates for existing staff and governors annually. Report on training, incidents, new initiatives, resources each year to the Local Governing Body and Trustees through the Headteacher's report.	Head teacher	Summer '23	Staff, Parents, Governors and children indicate awareness of the Plan. New initiatives / improvements identified.
All	Teaching staff have the necessary knowledge and skills to support all children with their learning.	Staff to attend any relevant training that will help them support children e.g. EAL training; hearing impairment; visual impairment etc.	CPD lead SENO Teaching Staff	Ongoing	Staff will have the relevant skills and knowledge to support children. CPD records.
Gender / Disability / Race Equality	All children, but especially those with SEN and EAL, have access to the whole range of extra-curricular activities on offer.	Survey children's opinion via the school council to ensure that the extra-curricular activities provided meet children's needs and interests. Encourage boys and girls to take up a wide range of activities irrespective of their gender bias. Ensure all clubs are available for both boys and girls. Promote extra-curricular activities. Measure the uptake of extra-curricular activities according to gender, race, language, disability.	All staff	Summer 2023	Children view clubs as fair and not having a gender bias.

Gender Equality	To ensure girls and boys feel equally represented and valued in all aspects of school life.	Class Teachers and the School Council to explore both the boys' and girls' views of how they perceive 'equality' is addressed. Identify ways to improve equality of opportunity and representation.	School Council	Annually	For staff to recognise and celebrate differences in learning styles and ensure opportunities are not discriminatory to any group. Children feel we are fair and they are all equally important.
All	Ensure the curriculum reflects the school's diversity.	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. The RE curriculum reflects all the main world religions. PSHE curriculum will cover issues such as anti-bullying, online safety.	SLT Teachers	Ongoing	Evidence of race, gender, disability representative in curriculum areas. RE and PSHE curriculum plans.
All	Increase in pupil participation, confidence and positive identity – monitor through PSHE.	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Teachers	Ongoing	Diversity reflected in school displays across all year groups.
Disability / Race Equality	Children and Parents for whom English is an additional language can access school information and the curriculum.	Provide information in an accessible format. Provide group support to enable children to develop English language and literacy skills quickly. Signpost parents to a translator if required.	Office staff Teachers	Ongoing	Parents understand school information and the gap is narrowed for children in these equality groups as quickly as possible.

Equality Strand	Planned Outcomes	Planned Actions	By whom	By when	Indicators /how to measure
All	Tracking allows us to monitor the performance of different groups more accurately, allowing us to focus on underperformance more robustly. The gap is narrowed for equality groups.	Termly analysis of pupil assessment tracking data, filtering groups (by race, gender and SEND) to determine performance. Act on any trends or patterns in the data that require additional support for pupils.	Teachers SLT Head teacher	Termly	Analysis of teacher assessments demonstrates the gap is narrowing for equality groups.
Race Equality	Greater opportunities for children to visit a range of places of worship to allow children to develop an understanding of how different faiths worship and the diverse nature of our country.	Develop an increased schedule of visits to places of worship and also more opportunities for members of different faith groups to visit and be involved in the school.	RE Subject lead Teachers	Ongoing	Children's understanding of how diverse a country England is continues to develop.
Community Cohesion	Increase children's understanding of different celebrations e.g. Diwali, Eid, Christmas.	Celebrate cultural events throughout the year.	RE Subject lead Teachers	Ongoing	Greater awareness of different communities. Assembly records.

Equality Strand	Planned Outcomes	Planned Actions	By whom	By when	Indicators /how to measure
All	To ensure all parents/carers and children feel that their views are heard. To further improve communication with families.	Carry out annual parent /children questionnaires: Safer School surveys act on suggestions made. Discussions with School Council / Eco Council to see how the school can improve.	Class teachers School Council Eco Council	Annually	Feedback from parents/carers and children indicates that their views are listened to.
Hate Crime Duty	The Head teacher / Local Governing body will use the hate crime data to assess the impact of the school's response to incidents.	Identify, respond and report hate crime incidents. Report the figures to the Governing body /Local Authority on a termly basis.	Head teacher / Governing body	Termly update	Teaching staff are aware of and respond effectively to hate crime. Consistent nil reporting is challenged by the Governing Body.
All	Sustained charity involvement by the children.	Regular support of a range of charities. Curriculum coverage of how charities help children /adults less fortunate during natural disaster etc.	Head teacher PSHE lead RE lead	Ongoing	Children's awareness of the needs of others beyond their immediate locality.
Gender / Race / Disability Equality	Staff, in line with primary school staffing across Shropshire, are predominately white, female and British. We need to ensure that any staffing vacancies or volunteer positions are open to all who meet the criteria for the post.	Ensure jobs are advertised widely enough to encourage all members of the community to apply. Ensure all application forms are thoroughly analysed. Offer interviews to male candidates and candidates from ethnic minority backgrounds who meet the role requirements.	Head teacher Governors	Ongoing	The ethnic and gender balance of the staff is balanced.

