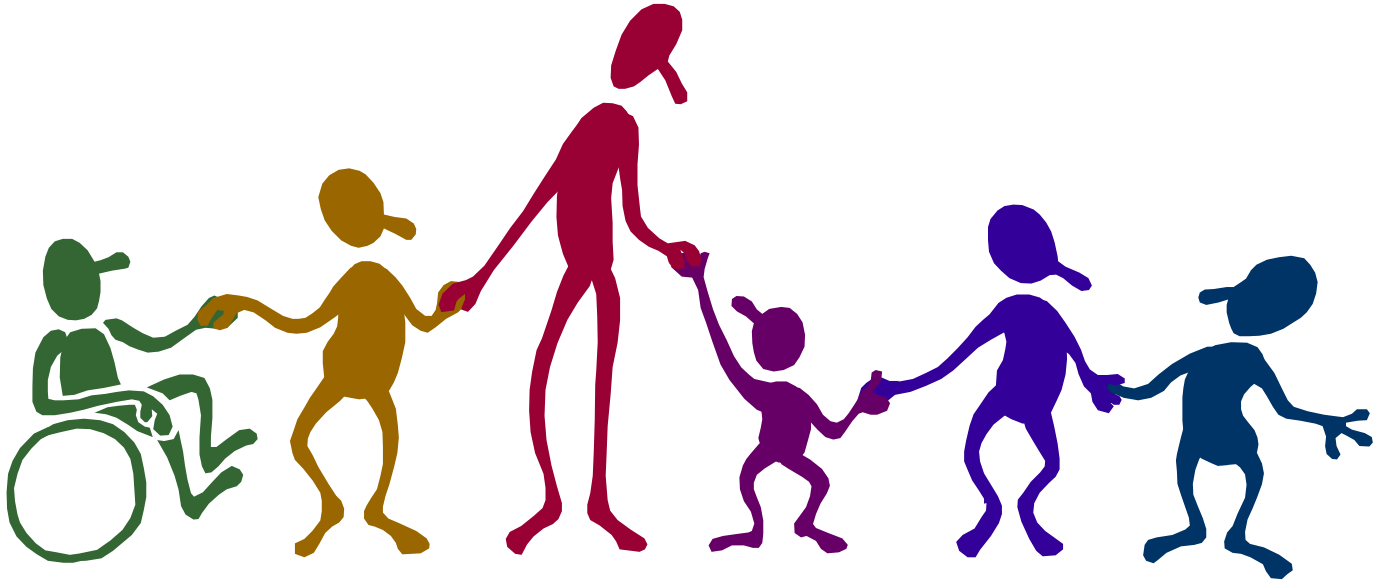
St Peter's CE Primary & Nursery School

Equality Plan

2017 – 2020



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ST PETER'S CE PRIMARY & NURSERY SCHOOL: EQUALITY PLAN

Foreword

Our Equality Plan helps us to deliver equality in all that we do.

Our school ethos, practices and policies are based on our commitments to equality of opportunity in all aspects of our school. The promotion of social inclusion and equality, and the elimination of discrimination have long been key issues for St Peter's and our commitment to improve is shown by our work across all areas of our practice.

This Equality Plan brings together our approach to promoting equality in our policies and procedures and, most importantly in our day today practices and interactions with the school community. Our plan includes our whole school – children, staff, governors, parents and carers and all those within our extended school community.

The plan will be regularly monitored, reviewed and developed in line with our core values, user feedback, best practice and legislation. We are confident that by working through the actions in our plan, we will make progress in further promoting equality for all sections of our school community.

CHAIR OF GOVERNORS **HEADTEACHER** **EXECUTIVE HEADTEACHER**

OUR MISSION

The Purpose and Direction of St Peter's Plan: Vision and Values

St Peter's CE Primary & Nursery School is committed to and has high ambitions for all its children, responding to their diverse needs and expecting them to participate and achieve in every respect of school life. The school will make every reasonable effort to ensure equal opportunities for staff, children and visitors, making realistic allowances for their individual circumstances.

Mission Statement

At St Peter's we are committed to ensuring equality of education and opportunity for children, staff and all those receiving services from our school. We aim to develop a culture of inclusion and diversity in which people feel comfortable and welcome, and are able to participate fully in school life as a result. The achievement of all children will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At St Peter's we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

EQUALITY ACT 2010

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act and helps tackle discrimination and inequality. The majority of the Act came into force on 1 October 2011.

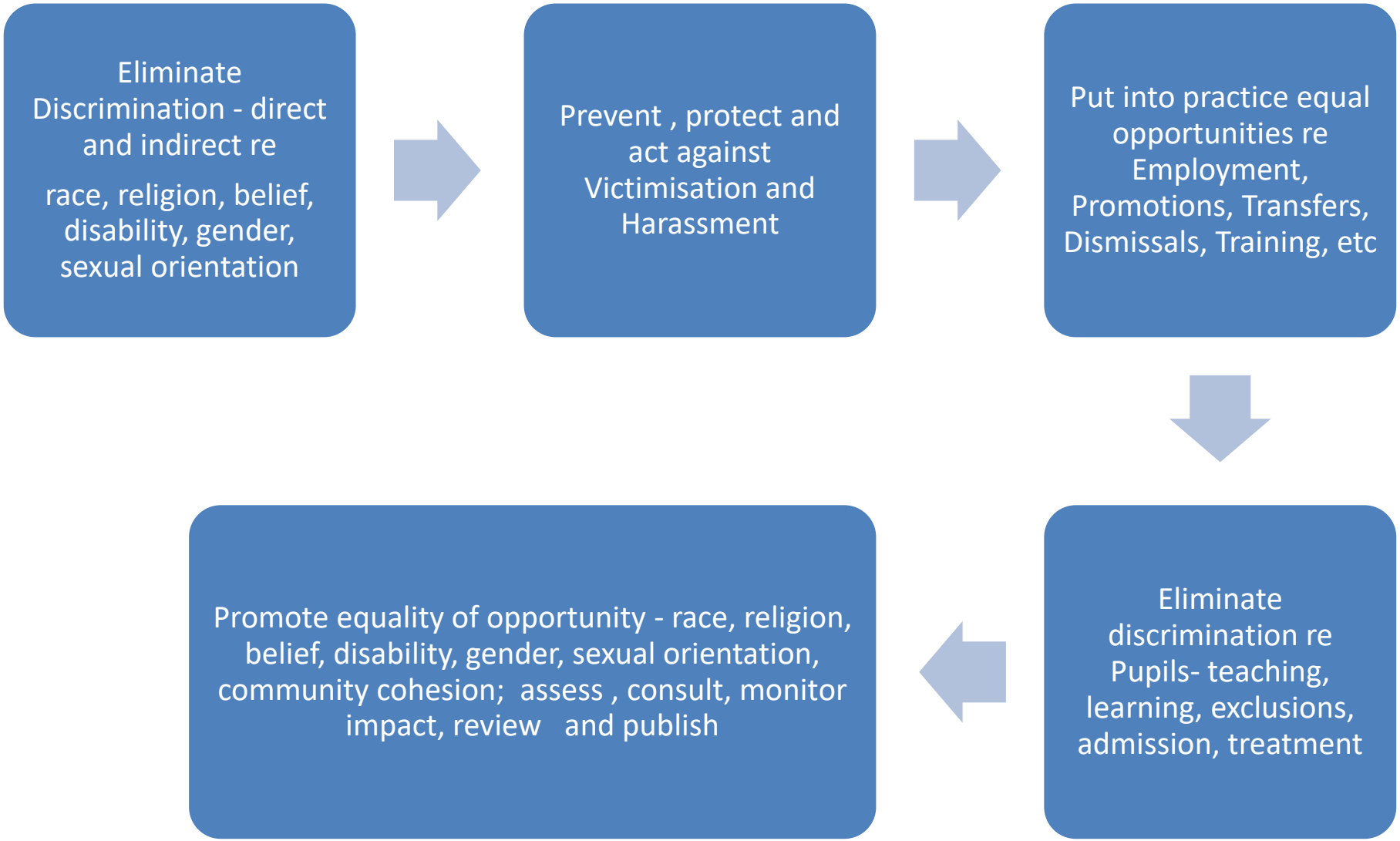
The Equality Duty is a duty on public bodies and ensures that they consider the needs of all individuals in their day to day work. It supports good decision making by encouraging public bodies to understand how different people will be affected by their activities so that policies and services are appropriate 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.**

The legislation places duties upon Schools in respect of **race equality, disability (physical or mental) and associated protection and accessibility and special educational needs, gender equality, religion, belief, sexual orientation protection and community cohesion**. The diagram on the next page illustrates this.

This Equality Plan accordingly brings all our School policies relating to Equality and Diversity issues together into one document and concentrates upon actions to maintain and reinforce the whole school commitment to the principles, practices and responsibilities of the legislation.


Eliminate Discrimination - direct and indirect re
race, religion, belief, disability, gender, sexual orientation
Prevent , protect and act against Victimisation and Harassment
Put into practice equal opportunities re Employment, Promotions, Transfers, Dismissals, Training, etc
Eliminate discrimination re Pupils- teaching, learning, exclusions, admission, treatment
Promote equality of opportunity - race, religion, belief, disability, gender, sexual orientation, community cohesion; assess , consult, monitor impact, review and publish

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 peoples' 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. St Peter's 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 socioeconomic 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 St Peter's 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 / team leader / 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:

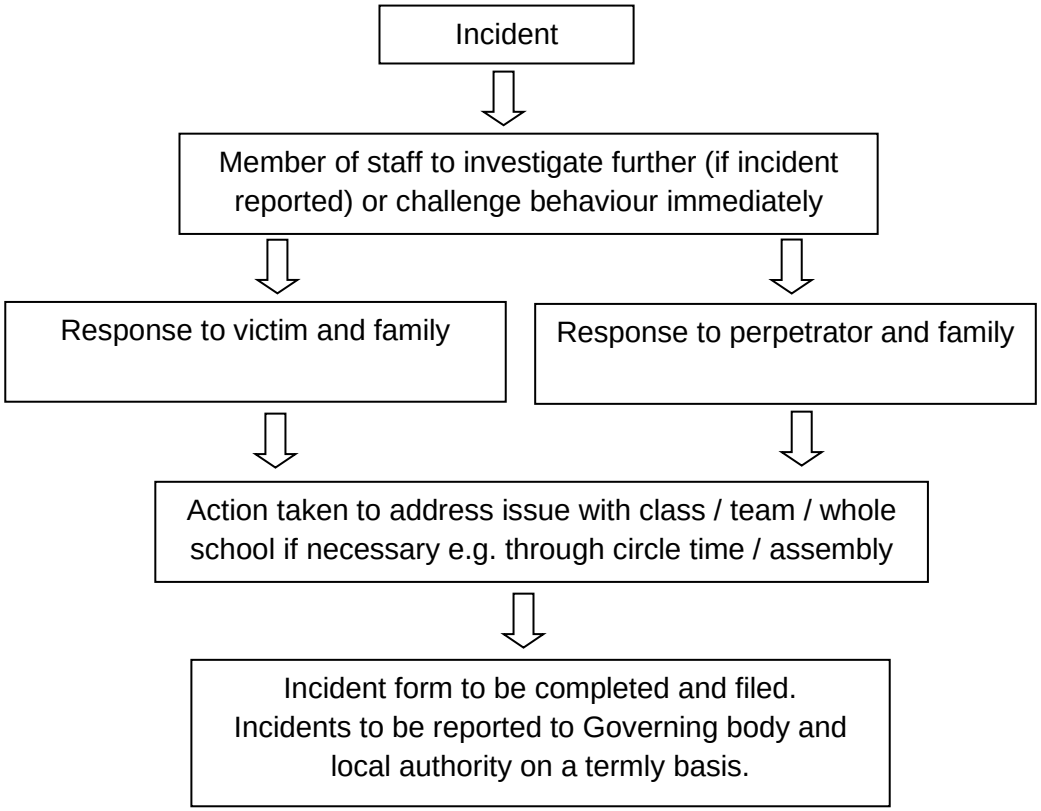
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Bringing discriminatory material into school;
- Verbal abuse 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

St Peter's will ensure that:

- All staff are aware of the school's Equality Plan;
- Pupil 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 and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities 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;
- 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.

St Peter's will provide:

- Extra and additional support for pupils 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

St Peter's 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 display.
- 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

St Peter's 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 governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its anti-bullying policy.

ROLES AND RESPONSIBILITIES

GOVERNORS

- The governing body confirms its commitment to equal opportunities and diversity in this Plan and 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 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 strive 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 governing body supports the Headteacher in his role to implement the Equality Plan.

THE HEADTEACHERS

- It is the Headteachers' role to implement the Equality Plan with the approval and support of the governing body.
- The Headteachers seek input and feedback from staff, parents and governors on the Equality Plan.
- The Headteachers ensure 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 Headteachers 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 Headteachers 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 Headteachers treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

ALL STAFF (TEACHING AND NON-TEACHING)

- All staff promote equality and community cohesion.
- All staff ensure that all pupils 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 Headteacher.
- Teachers support the work of ancillary or 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 and are encouraged to show tolerance and respect for differences and challenge hate crime in all its forms.

ACTION TAKEN TO PROMOTE EQUALITY & TACKLE DISCRIMINATION:

How St Peter's ensures that our provision meets the needs of all learners

- **We encourage all children to participate in all aspects of school life, including assemblies, extra-curricular activities, the ECO Committee, Playground Pals and the School Council, and seek to ensure that pupils who make a positive contribution are reflective of the school's diversity. (KI)**
- **We monitor achievement data by ethnicity, gender and disability and take action on any gaps and patterns. (KI)**
- **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 pupils. (KI)**
- 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. (KI)**
- We ensure that our teaching approaches are inclusive and reflective of all our children.
- We prepare children for life in a diverse society through the curriculum that we study, visits, visitors and assemblies
- 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 for children to appreciate their own culture and celebrate the diversity of other cultures, specifically through the International Primary Curriculum (IPC), English, RE and PSHE.
- We promote children's awareness and understanding of different communities and cultures through the curriculum, e.g Arts & Culture week, English and Food for life, e.g. recipes from around the world.
- 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 SEN.

- 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 team work 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 pupils, e.g. through Teaching Assistant support, the use of visual aids and appropriate differentiation.
- We empower all parents to support their child's education by keeping them informed about learning and progress through theme newsletters, class assemblies, parents' evenings, regular homework activities which encourage parental involvement.

WHAT WE HAVE ACHIEVED SO FAR

CHAMPIONS

Equalities Champions have been identified and have accepted responsibilities as follows:

Governor Champion: Oliver Foster – promotes the Equality Plan to all governors and supports the Headteachers in its implementation.

Staff Champion: Ian Nurser (Executive Headteacher) - ensures that the specific actions detailed in the Plan are carried out.

Pupil Champions: Two School Councillors are chosen each year to be the first pupil point of call on Equalities issues and discussion at School Council.

ACCESSIBILITY

At the date this Plan was last reviewed, (March 2017) the school had made the following adjustments to improve accessibility:

- Installation of a wheelchair ramp to all parts of the school building (except for the first floor accommodation);
- Installation of two KS1 doors to allow safe access to the KS1 outdoor area;
- Provision of a meeting room for staff and parents on the ground floor;
- Suspended ceilings installed to improve acoustics;
- Edges of steps demarcated by yellow strips to improve visibility;
- Created a new entrance lobby which is accessed via a wide, automatic door which is easier to access in a wheelchair;
- Remodelled the music room into a Learning Centre which encompasses a disabled toilet and a ramp to ensure equal access for all visitors.

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 Individual Learning Plans which all children with special educational needs are supported through.
- The number of incidents of hate crime.

TRAINING AND DEVELOPMENT

Equality & Diversity Training was provided for all teaching staff on 13th January 2015.
This policy is shared with all staff annually.

ACTION PLAN (In order of priority)

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 / LS Meetings. Include the EP in St Peter's Induction Programme for all new staff and governors and updates for existing staff and governors annually. Link Equality Governor to report on training, incidents, new initiatives, resources each year to the Resources Committee.	Executive Headteacher TATL Governor Equality Champion	Summer 2017	Staff, Parents, Governors and children indicate awareness of the Plan. New initiatives / improvements identified.
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 pupil opinion via the pupil equality champions on 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 as part of the Annual Review. Measure the uptake of extra-curricular activities according to gender, race, language, disability…	Pupil Champions (SC) All staff Equality Champion SENCO Administrators	Summer 2017 Ongoing Termly review Termly	More SEN / EAL children attend extra-curricular activities. 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 here at St Peter's School. 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.	EH / Team Leaders / Teachers	Ongoing	Evidence of race, gender, disability representative in curriculum areas.
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.	EH / TL / 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: • survey and respond to parent needs • translate key documents, e.g. prospectus / newsletters / induction materials into the first language of parents / Braille as necessary Provide group support to enable children to develop English language and literacy skills quickly. Signpost parents to a translator.	Office / Business Manager	Summer 2017	Parents understand school information and the gap is narrowed for children in these equality groups as quickly as possible.
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 disability) to determine performance. Act on any trends or patterns in the data that require additional support for pupils.	Team Leaders / Assessment Lead Teacher	Termly as part of cohort reviews.	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 Leader / Teachers	Ongoing	Children's understanding of how diverse a country England is.
Commun -ity Cohesion	Increase children's understanding of different celebrations e.g. Diwali, Eid, Christmas.	Celebrate cultural events throughout the year. Keep a record of events celebrated in children's books and through the Assembly Record	RE/ PSHE Leads / Teachers	Ongoing	Greater awareness of different communities shown in PSHE/RE books.

All	To ensure all parents and children feel that their views are heard. To further improve communication with parents.	Carry out annual parent questionnaires: Ofsted questionnaire, safety survey... Act on suggestions made. Consult sample group of parents and children to establish their views about how the school can improve. Encourage feedback via the school website about how the website could be improved.	Wellbeing Lead Teacher / Headteachers	Annually	Feedback from parents and children indicates that their views are listened to.
Hate Crime Duty	The Headteacher / 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 as outlined in the EP. Report the figures to the Governing body / Local Authority on a termly basis.	Headteacher / 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.	Headteachers	Ongoing	Children's awareness of the needs of others beyond their immediate locality.
Gender / Race / Disability Equality	St Peter's staff, in line with primary school staffing across Shropshire, is predominately white, female and British. We need to ensure that any staffing vacancies or volunteer positions within St Peter's 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.	Recruitment Panel	Ongoing	The ethnic and gender balance of the staff is improved.