

Wray Common Primary School Equality Plan

Wray Common Primary School

Equality Plan

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 Wray Common 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, 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 able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, special educational needs and disability 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 Wray Common, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This plan should be read in conjunction with the Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Educational Visits Policy, SEND Policy, Recruitment and Selection Policy.

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 by ethnicity, gender and disability 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 in terms of race, gender and disability, 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 in supporting their child's education;
- Encourage classroom and staffroom discussion 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 on race, gender, 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 Wray Common.

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, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and 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 Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Wray Common will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

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 parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff through staff meetings / INSET;
- Feedback from the school council, PSHE lessons;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans;
- Feedback at Teaching and Learning Governor 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 based on race, gender and disability.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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 socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

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 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 or Deputy in their absence.
- Teachers support the work of 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 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 / Senior Leadership Team where necessary. All incidents are reported to the Headteacher / Deputy in his absence 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, 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'.

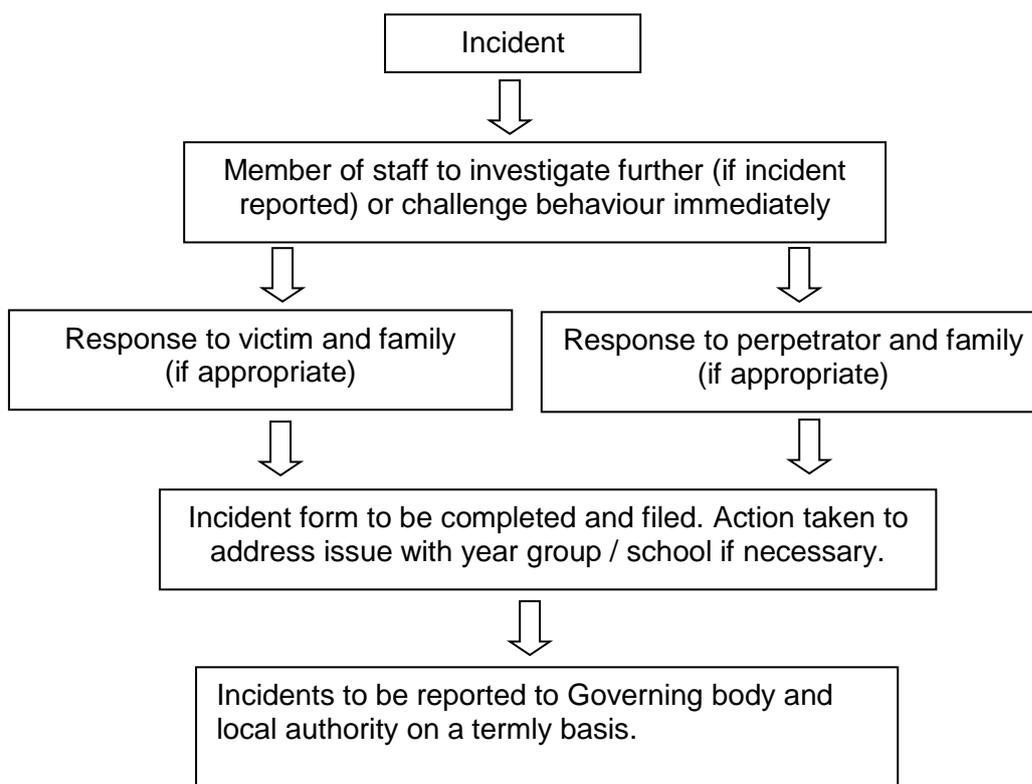
Types of discriminatory incident

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 race, disability, 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.



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.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, 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.

Policy written:

Spring 2012

Reviewed:

March, 2017 by T and L Committee

Next Review:

Spring 2020

10. ACTION PLAN –Single Equality Scheme

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Curriculum maps and displays reflect school's plan. Question about parent awareness of Equality Scheme in annual survey	Headteacher / Deputy Headteacher	Enter date here - Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Leadership Team / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	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.	Increase in pupils' participation, confidence and achievement levels	Humanities lead	On-going	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Leadership Team / Governing Body	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Ongoing	More diversity in school council membership
All	Ensure that extended schools (breakfast and after school clubs) take into account pupil needs and access issues and pupils attending reflect the diversity of the schools population in	Activity Provision is monitored. Children's involvement in planning. Attendance data analysed	Leadership team / Manager of Ext Schs	From Sept 2012	Pupil voice demonstrates involvement in activity provision.

10. ACTION PLAN –Single Equality Scheme

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
	terms of race, gender, disability and social-economic status	by race, gender and disability. Analysis of take up of opportunities funds for vulnerable places.			Notable increase in take up of places of targeted groups
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will 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?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Sept 2012 onwards	More girls take up after-school sports clubs
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	April 2012 onwards	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments Curriculum maps	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments

Accessibility Plan

Wray Common Primary School adopts the Surrey County Council's aim for the education of children and young people that is as follows:

“To ensure that each pupil reaches his or her full potential, and to secure the highest possible standards of attainment for all, through a broad and balanced school education which prepares pupils for the responsibilities and opportunities of adult life.”

Improving Access to the Physical Environment

TARGET	ACTION	FINANCE/ RESOURCES	TIMESCALE	OUTCOME
To provide at least one acoustic environment appropriate for use by pupils with learning impairments in each year group.	Plan phased programme of enhancements to other classrooms/halls	Classroom £400 (approx) Large Hall £1,000 (approx) LA would contribute if required	Dependent upon needs of pupils	Hearing impaired pupils/adults will be able to participate more fully in classes/whole school assemblies
Rolling programme of internal and external decoration using differential colour scheme to aid movement of visually impaired pupils	Choose colour schemes that are appropriate for pupils with visual impairments.	2. £500 - £1000 (for each pair of classrooms)	Ongoing – dependent upon funding (or availability of volunteers to undertake work)	Visually impaired pupils (and staff/visitors) are able to navigate easily around school
To provide level, unimpeded accesses to ground floor facilities	<ul style="list-style-type: none"> • Provide ramp for PAU • Consider a programme of further ramping to provide level access • Ensure aisles and corridors are clear and accessible • Identify congestion areas within school and improve routes • Review table heights, flooring and classroom layout with consideration to disability 	Chris Large LA would contribute if the needs of a pupil required specific adaptations		<p>Pupil (staff/visitors) with wheelchairs and physical limitations can access ground floor of school</p> <p>3. The school is navigable for people with a disability</p>

TARGET	ACTION	FINANCE/ RESOURCES	TIMESCALE	OUTCOME
To provide access to levels other than the ground floor	<ul style="list-style-type: none"> Identify ways of providing access to halls, flat, as & when required 	LA would contribute if required	As required	Levels other than the ground floor are accessible if required
Provide access to School trips for pupils with disabilities	<ul style="list-style-type: none"> Identify school trips which will be accessible Ensure facilities on school trips are accessible & buddy system in operation 		Ongoing - performed as part of Educational Visits policy	School trips are able to include all participants
To develop a range of learning resources that are accessible for pupils with different disabilities	<ul style="list-style-type: none"> Subject co-ordinators to review resources in their curriculum areas 			Pupils with disabilities have increased access to curriculum materials and teaching sessions
Teachers to develop their knowledge of different teaching/learning styles, and apply these to children in their class	<ul style="list-style-type: none"> Monitor provision regularly Provide relevant training to meet specific needs e.g. hearing impairment, as required Rolling programme of First Aid training for support staff 	<p>Time for SEN co-ordinator</p> <p>Cost of courses & supply cover</p>	Ongoing	<p>Teachers use multiple intelligence principles to suit a wide range of learning styles</p> <p>Pupils with SEN/ disabilities will gain higher attainment</p>
Disability equality issues are incorporated into the curriculum Pupils to examine the common stereotype of disabled people and learn about changing attitudes	<ul style="list-style-type: none"> PHSE leader to monitor curriculum provision to ensure these principles are incorporated Continue Junior Citizen scheme Provide assemblies that tackle issues relating to disability 	PSHE/Citizenship Resources.	Ongoing	Pupils will have a greater understanding of disability issues and treat their peers with respect
To provide at least one disabled toilet for access by pupils/adults	<ul style="list-style-type: none"> Built into the SIP Apply for grant funding or investigate alternative means 	£10,000 (approx)	Dependent upon funding	Pupils and adults (including visitors) will have access to toilet facilities

IMPROVING ACCESS TO INFORMATION

TARGET	ACTION	FINANCE/ RESOURCES	TIMESCALE	OUTCOME
<p>To make information more accessible to pupils and parents with disabilities</p>	<ul style="list-style-type: none"> • Use LA recommendations to develop plans to make information more accessible • Prospectus to be made available in alternative formats. i.e. Braille, large scale, different languages, as and when necessary • Office staff to review initial application form to ensure the opportunity for parents to declare the existence of a disability (in themselves or their child) 	<p>LA</p>	<p>As & when necessary</p>	<p>Pupils (and parents) with disabilities have greater access to information</p> <p>School will be able to respond quickly to requests for information in alternative formats</p> <p>School will be able to plan effectively for the child or adult within the school.</p>

