

St James CE Primary School, Haslingden



Equality Action Plan 2020-2024

Our School Core Values:

ENDURANCE FORGIVENESS FRIENDSHIP KOINONIA PEACE THANKFULNESS TRUST

Mission Statement

To provide a high quality of education for all our children within a Christian environment.

School Aims

- ✚ To create a safe, caring, supportive, stimulating and Christian ethos and environment in which individuals can develop;
- ✚ To value each child's individuality.
- ✚ To challenge and excite each child to achieve their very best;
- ✚ To encourage a love for and an enjoyment of learning;
- ✚ To help children to acquire knowledge, skills and understanding relevant to adult life and employment in a changing world;
- ✚ To help children to develop personal moral values, respect for religious values and a tolerance, respect and understanding of other races, religions and ways of life;
- ✚ To help children to understand the world in which they live and their responsibilities within it;
- ✚ To develop a sense of awe and wonder;
- ✚ To ensure that the curriculum offers a breadth of experience and equality of opportunity for all children.
- ✚ To provide regular, stimulating essential learning experiences within our curriculum.

School Values

Whilst the school seeks to reflect many Christian values, the above seven have been chosen as our core values. We believe that an understanding of these values, and integration of them into school life, will help to equip our children as they forge relationships within our school community, the local community within Haslingden and society as a whole.

School Vision

- ☐ Be a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God.
- ☐ Nurture the talents given by God to inspire children to achieve and succeed.
- ☐ Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- ☐ Guide children to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- ☐ Develop future citizens who cherish the world in which they live and their responsibilities within it.
- ☐ Foster a sense of awe and wonder of God's world within a curriculum which has a breadth of experience and equality of opportunity for all.

Check List for School Staff and Governors

- ❖ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ❖ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

- ❖ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action and has action been taken to address these?
- ❖ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ❖ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ❖ Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body on a termly basis?
- ❖ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ❖ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- ❖ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school and are issues such as language barriers considered?
- ❖ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ❖ Are procedures for the election of parent governors open to candidates and voters who are disabled?

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 discussions of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate 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.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St James CE Primary School.

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

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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 particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

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

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 St James CE Primary School will take to meet the general duties detailed below.

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.

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 Plan every three years.

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 Plan every three years.

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.

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.

Consultation and Involvement

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

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

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 socioeconomic 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 s/he is supported by the governing body in doing so.

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

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

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

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

The Role of all Staff: teaching and non-teaching

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

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.
Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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 / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, 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.

Procedure for responding and reporting is outlined below:

- Incident
- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family/Response to perpetrator and family
- Incident form to be completed and filed.
- Incidents to be reported to Governing body and local authority on a termly basis.
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

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.

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

St James CE Primary School, Haslingden Equality Action Plan 2020-2024

Objectives	Action / tasks	Lead person	Other personnel	Intended outcome and date objective will be completed	Person monitoring and how objective will be monitored including contribution by governors
To fully inform all stakeholders of agreed plan	Share new plan with Governors to agree in Autumn 2020 Share equality plan with all staff thereafter Promote plan within newsletters directing parents to its presence on our school website.	Head Teacher to organise and delegate.	SLT and Governors	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting. <u>Autumn 2020:</u> Agreed with Governors Shared with Staff On to website Parents informed. Regular monitoring with review each September thereafter	SLT Annual review by governors.
To provide equal opportunities for all learners promoting good progress and outcomes for all	Monitor pupil achievement by race, gender, background and disability Analysis and tracking of groups completed on a termly basis Act on any trends or patterns in data that require additional support through pupil progress meetings and intervention	Headteacher and Class Teachers	SLT and Governors	Termly tracking and analysis of data impacts of identification of achievement of groups Pupil progress meetings identify interventions and support where required. Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective termly monitoring and intervention.	Governor reports and learning walks
To promote equality within the learning environment	Displays in classrooms and corridors promote diversity in terms of all backgrounds, e.g. race, religion, gender, different families and disabilities. Celebration of our work on Diversity during week in June each year. Equality Charter on display around school.	SLT School staff	Headteacher	More diversity reflected in school displays and materials for lessons across all year groups Diversity is threaded through our school teaching and learning all year. Children confidently talk about the uniqueness and value of all individuals and to celebrate diversity. Children understand what diversity truly means and are able to see how diversity, and sometimes lack thereof, is reflected in world events. Children do not judge from appearance or make assumptions about background, faith, gender, etc.	Involvement in school life, learning walks and participation in annual diversity week.

To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	Equal opportunities are given to all children in all areas of the curriculum and additional opportunities. Access to school is available for all abilities.	Headteacher, SLT and School Staff	Governors	All school events have pupils from all groups participating, with monitoring of groups where there is less take up. School council, eco council and ethos council include all backgrounds and promote a shared pupil voice.	Councils in school Monitoring by SLT
To have equal opportunity for all to flourish and recover from 2020 pandemic	School Improvement Plan to reflect wellbeing and recovery from lockdown Recovery curriculum in place Curriculum review provides for all learners Welfare checks and support for parents where appropriate	Headteacher, SLT and School Staff	Outside agencies	Children physically and mentally well with actions taken where required to support key individuals and families Children are able to talk about how they feel and empathise with others. Children are ambassadors of kindness Families are given help when needed and thrive due to essential needs being met.	N Pilkington, DHT F Brady, HT