

Equality Plan

BEECHCROFT INFANTS SCHOOL

Equality Plan

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1. **Mission statement**

"Our abilities are encouraged, our strengths are recognised and our weaknesses are supported"

At Beechcroft it is our aim to work in partnership with parents in order that children can reach their potential. It is our intention to create a loving and happy atmosphere in which the children and teachers can work purposefully and effectively and one in which children feel welcomed and safe.

At Beechcroft Infant 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 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 Beechcroft Infants School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

School Provision

Examples of reasonable adjustments the school makes as a matter of course

- The school has a very inclusive, positive ethos.
- The school currently works closely with a range of agencies to ensure the curriculum and the opportunities it offers are accessible to all children, regardless of disability or additional need.
- The school has a strong behavior policy that meets the needs of the very large majority of children, there are additional arrangements in place developed for a few children with high level needs.
- The school considers staffing carefully to build in capacity for support for children with additional needs;
- The school tracks the attainment and progress of all children against challenging targets, and can respond in a timely fashion with a growing range of interventions and support to ensure that all children make good progress.

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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including 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.

Suspension and exclusions will always be based on the school's Behaviour Policy. We will closely monitor these to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

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. We try to ensure that 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.

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 Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act (2010), it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

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

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, schools including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

This section of the policy 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 Policy which includes our written policy for race equality;

- Assess the impact of our policies, including this one, 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

The Equality Act (2010) 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'.

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 Equality Act (2010) places 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 the annual parent questionnaire, parents' evening and learning events;
- Input from staff surveys or through staff meetings;
- Feedback from the school council, PSHE lessons, whole school surveys;
- Issues raised in annual reviews or reviews of progress on Individual Provision Plan/map, mentoring and support;
- Feedback at Governing body 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 the protected characteristics.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

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, disability, gender or belief.

The Governors will:

- Ensure that the school complies with all relevant equalities legislation;
- Support the Headteacher in implementing any actions/action plans;
- Inform and consult with parents about the scheme;
- Evaluate and review the policy action every 3 years;
- Evaluate the action plan annually.

The role of the Headteacher

It is the headteacher's role to implement the school's Equality Plan and she 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 with the teaching staff 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 and objectives.

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.

People with specific responsibilities:

- The SENDCO is responsible for maintaining and sharing with all staff those vulnerable pupils and how their needs will be met;
- The Headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The Headteacher is responsible for gathering and analyzing the information on outcomes of vulnerable pupils and staff;
- The Headteacher, and in her absence, the Deputy Headteacher is responsible for monitoring the response to reported incidents of a discriminatory nature.

Pupils will:

- Be made aware of any relevant part of the scheme, appropriate to age and ability;
- Be expected to act in accordance with any relevant part of the scheme;
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- Understand the importance of reporting prejudiced based bullying/ incidents;

Parents/Carers will:

- Have access to the scheme via the school website;
- Be encouraged to support the scheme;
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- Have the right to be informed of any incident related to this scheme which could directly affect their child;
- Be invited to comment upon the scheme through annual parent questionnaires, and in discussion at parent events

7. Tackling discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation gender reassignment or pregnancy 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. Staff and governors should be aware of both **direct** and **indirect** discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

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 is defined in the Equality Act (2010) as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act. E.g. Making an allegation of discrimination.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

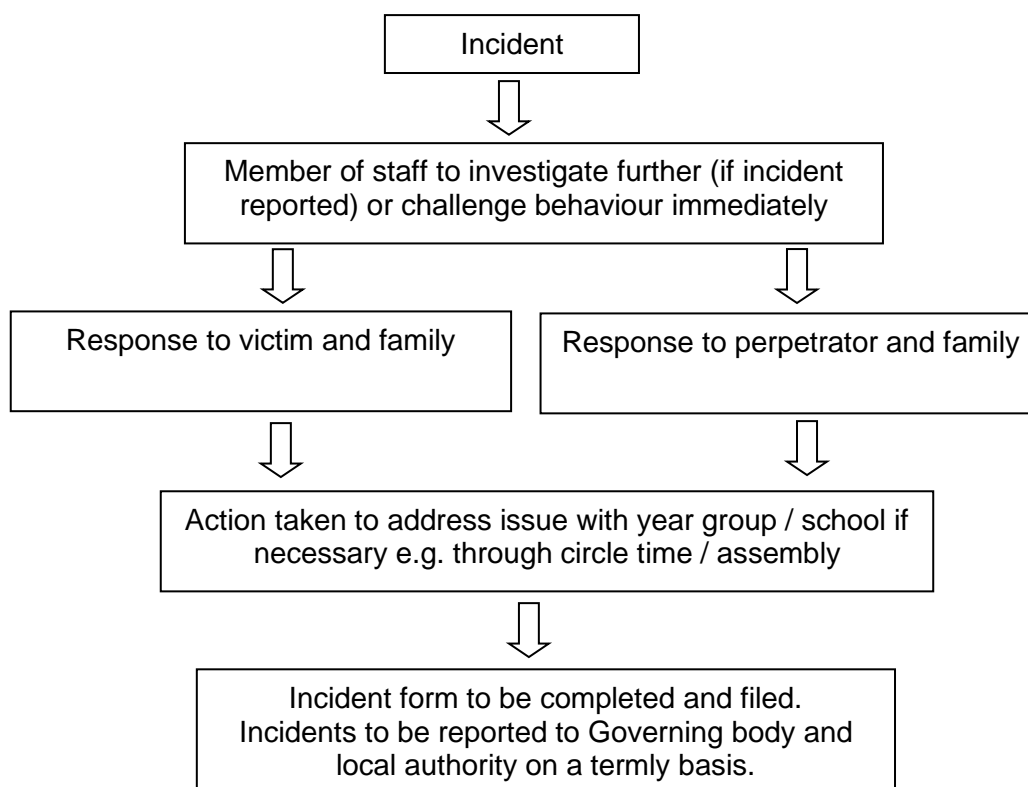
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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, belief, 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.

A suggested procedure for responding and reporting is outlined below:



SBC guidelines are followed

8. Review of progress and impact

The Equality plan and objectives have 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 objectives 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 information to demonstrate how they are complying with the Public Sector Equality Duty, we will:

Publish our plan on the school website;

Raise awareness of the plan through the newsletters, assemblies, staff meetings and other communications;

Hard copies are available.

10. EQUALITY ACTION PLAN

Disability/SEN Action Points					
Objective	Responsible person	Timescale	Activities	How we will measure progress	Update/ actioned
Raise attainment of pupils with SEN and diminish the difference between SEN and non-SEN.	All staff SENDCO	On-going	<ul style="list-style-type: none"> • Quality first teaching • Planning reflects need • Phonic interventions • Using assessments for teaching reading, writing and maths • Fine motor Intervention • SEN review 3 times a year with IPP • Termly pupil progress meetings • Specialist support to teachers and SENDCO • Identify training needs 	Class Progress Meetings SEN review of targets Pupil voice Parent feedback Annual Reviews Tracking of IPP	
To ensure there is effective transition between classes and schools.	SLT, School staff	Summer term	<ul style="list-style-type: none"> • Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year. 	Children settle and parents feel happy with the transition	
Gender Action Point					
Action	Responsible person	Timescale	Activities	How we will measure progress	Update/ actioned
Ensure equal progress for girls and boys.	All staff	Ongoing	<ul style="list-style-type: none"> • Engage boys and girls in the learning process through exciting and stimulating topics • Presenting positive role models in school and society • Challenging stereotypes • Equal access to resources 	Class Progress Meetings Pupil voice Work scrutiny Monitoring club uptake	

10. EQUALITY ACTION PLAN

			<ul style="list-style-type: none"> • Provide gender neutral resources • Develop mental health awareness 	Assemblies School council	
Ethnicity Action Point					
Action	Responsible person	Timescale	Activities	How we will measure progress	Update/ actioned
Develop positive attitudes to multi-cultural society	All staff	On-going	<ul style="list-style-type: none"> • To embed school values • Celebrate key cultural events • British Values statement • PSHE planning and SMSC • School link with the community • Parental collaboration 	Pupil conversations Pupil questionnaires Pupil presentation/ performance Celebration assembly Childrens attitudes and behaviour	
Race, Religion or Belief Action Point					
Action	Responsible person	Timescale	Activities	How we will measure progress	Update/ actioned
Raise awareness of and develop a positive attitude towards different religions or beliefs	All staff RE subject leader	On-going	<ul style="list-style-type: none"> • Festival Celebrations • Visits to places of worship from a different religion/belief • Visits from representatives from different religions/beliefs • School link with wider community • Assembly topics developed and embedded 	Pupil voice Assemblies	
To identify, respond and report racist incidents as outlined.	Head Teacher	On-going	<ul style="list-style-type: none"> • Staff, parents and pupils are happy with the effectiveness of 	Any incidents are addressed promptly	

10. EQUALITY ACTION PLAN

			response given by Teaching staff /SLT.		
Other Equality Issues					
Action	Responsible person	Timescale	Activities	How we will measure progress	Update/ actioned
Ensure that we ask for all child/parent/carer/ language needs when joining school and how they would like communication	All staff when receiving new children. Office staff/ teachers during initial visit	When joining school as a pupil/ parent/ carer or staff member.	<ul style="list-style-type: none"> Staff to read any correspondence with parent/carer Correspondence to be translated into language of choice 	Language needs of all attending, working and visiting will be met.	
To ensure our school curriculum meets and exceeds statutory duties	SLT / PSHE lead	On-going	<ul style="list-style-type: none"> Jigsaw PSHE scheme taught across the school Workshops, presentations, special weeks/days and extra-curricular activities encouraged to extend opportunities for learning 	Fully embedded curriculum that supports all learners	

