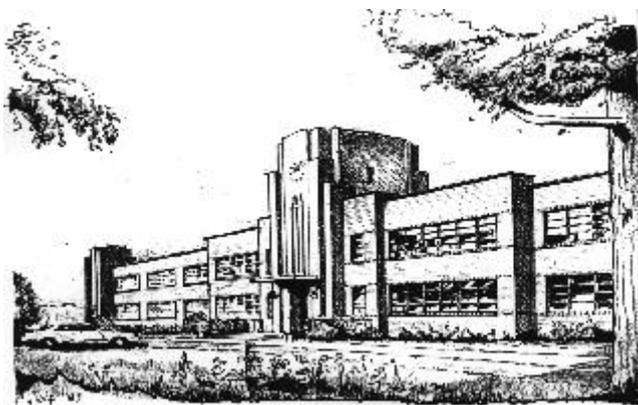


WILLIAM TORBITT PRIMARY SCHOOL



Single Equality Plan

Updated : November 2014
Review Date: November 2015

Date for review November 2017

William Torbitt Primary School Single Equality Plan

Following the Equality Act of October 2010 and the single sector equality duty of April 2011, William Torbitt Primary School has replaced its previous equality policy, gender equality policy equal opportunities policy and community cohesion policy, with a three year Single Equality and Action Plan, which incorporates all of the above. **(Inclusion Policy; Race Equality)**.

The purpose of our Single Equality Scheme is to tackle inequality and prevent discrimination against people on the basis of “protected characteristics”, which are:

Age
Disability Race
Sex
Pregnancy, maternity and breastfeeding
Religion or belief
Sexual orientation

At William Torbitt we welcome our duties in the area of equality. William Torbitt is an inclusive school where we focus on the well-being and the progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principle:

All learners are of equal value: whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

We recognise, respect and value difference and understand that diversity is a strength: We take account of difference and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We foster positive attitudes and relationships: We actively promote positive attitudes and mutual respect between groups and communities different from each other.

We foster a shared sense of cohesion and belonging: We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

We observe good equalities practice for our staff: We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

We have the highest expectations of all children: We expect that all pupils can make good progress and achieve to their highest potential.

We work to raise standards for all pupils: We believe that improving the quality of education for all groups of pupils raises standards across the whole school.

Purpose of the policy:

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourable because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also ‘protected characteristics’ but are not part of the school provisions related to pupils

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

The **Public Sector Equality Duty** or ‘general duty’.

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two ‘specific duties’:

This requires all public organisations, including schools to:

- 1 Publish information to show compliance with the Equality Duty by April 6th 2012
- 2 Publish Equality objectives at least every 4 years which are specific and measureable by April 6th 2012

What we are doing to eliminate discrimination, harassment and victimisation:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities (See Equality & Diversity Policy)

- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourable on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

What we are doing to advance equality of opportunity between different groups:

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements for all.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We collect and analyse data: - on the school population by gender and ethnicity; on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- We publish an analysis of standards reached by different groups at the end of each key stage
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a visually impaired, hearing impaired or gypsy roma traveller pupils joins our school
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impact by reducing and removing inequalities and barriers that may already exist between, for example, disabled and non-disabled people – people of different ethnic, cultural and religious backgrounds – girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We are also implementing an Disability Accessibility Plan 2014 designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils

Positive Action:

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

What we are doing to foster good relations:

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils, e.g. visiting a variety of places of worship, finding out about the lives of disadvantaged people e.g. Welcome Centre
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and that promote positive images of people
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- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events
- We include Equalities matters in our Newsletters to parent and carers

Other ways we address equality issues:

- We maintain records of all training relating the Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils
- The implication for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting review feedback and responses from the children and groups of children, from the school council, PHSE lessons, whole school surveys on children's attitudes to self and school
- Analyse issues raised in Annual Reviews or reviews of progress on EEHCs/Personalised Provision Maps, mentoring and support
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

Publishing Equality Objectives (see Equality Action Plan/School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives are:

- All pupils to make at least 2 levels progress across KS 1 – 2 in English and mathematics
- Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics @ KS 2 between pupils with a SEN/D statement and their peers

Monitoring and reviewing objectives:

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parent and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities:

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body:

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every Governing Body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusion, personnel issues and the school environment. Governors annually require the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Headteacher and Leadership Team:

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, that they are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. She/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff:

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur

- Plan and deliver curricula and lessons that reflect the school’s principles, for example in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors:

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key contact – Mrs Blaize (DHT/Inclusion Manager)
Link Governors Sub-Committee – Staffing & School Procedures

Equal Opportunities for Staff:

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of staff. (See Equal Opportunity & Diversity Policy 2013).

Monitoring and reviewing the policy:

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy:

This Equality Policy along with the Equality Objectives and data is available on the school website, as paper copies in the school office, in the staff Handbook, on display for visitors, including parents and carers, in an annual Equality Bulletin to parents, as part of induction for new staff, as a summary in the school brochure.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school’s website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special education needs.

Signed: Chair of Governors

Signed: Chair Person of Sub Committee with responsibility for Inclusion or Equality

Signed: Headteacher