

PRIMARY LEARNING PARTNERSHIP

Montsaye Community Learning Partnership

Equality Policy July 2015



**Montsaye Community
Learning Partnership**

Every Child Matters

Enjoy and
Achieve

Make a Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



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, 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 and local authority 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 events 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?

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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?

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Are procedures for the election of parent governors open to candidates and voters who are disabled?

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1. Mission Statement

Within the Rothwell Victoria Primary Learning Partnership (RVPLP) 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.

Within the RVPLP 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.

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 and Anti Bullying 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 RVPLP.

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.

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 the RVPLP 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 supports 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 with regard to Accessibility.

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 8 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 regularly.

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 regularly.

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, parent-school forum meetings or governors' parent-consultation meeting;

Input from staff surveys or through staff meetings / INSET;

Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to their well-being 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.

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 Executive Headteacher

It is the Executive Headteacher's role to implement the school's Equality Plan and she is supported by the Governing Body in doing so.

It is the Executive 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 Executive 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 Executive 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 Executive 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 Executive Headteacher.

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 of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Executive Headteacher where necessary. All incidents are reported to the Executive 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.

The procedure for responding and reporting a racist incident is as follows:

- Member of staff to investigate further (if incident reported) or challenge behaviour immediately;
- Respond 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.

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 regularly and review the entire plan and accompanying action plan.

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.

RVPLP

Equalities Information April 2015

The public Sector Equality Duty 2011 has three aims under the general duty for schools, Academies and Settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protective characteristics.
- 2. Advance equality of opportunity between people who share a protective characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Rothwell Victoria Primary Learning Partnership has considered how well we currently achieve these aims with regard to the eight protected equality groups:

Race/disability/ sex/ gender reassignment/ age/ pregnancy and maternity/ religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the setting of equality within polices and practice and identified gaps.
- Examined how our setting engages with the protected groups, identifying where practice could be improved.

Protected Characteristics	Aims of General Duty		
	Evidence and engagement with protected groups in order to eliminate unlawful discrimination, harassment and victimisation	Advancing equality of opportunity and engagement with protected groups	Foster good relationships and engagement with protected groups in order to develop good relationships
Race	<ul style="list-style-type: none"> • Hate crime and incident reporting used by all • Very few incidents of racial harassment reported • Equality policies actively followed 	<ul style="list-style-type: none"> • Children with differing backgrounds feel included throughout the school • Data shows little variation in results of different racial groups • Adults from different groups approach the school freely 	<ul style="list-style-type: none"> • Home culture shared and celebrated in school in all classes • Multicultural events held throughout the year to celebrate the diverse cultures in our society • Links with schools in more diverse

			locations (UK and wider)actively forged
Disability	<ul style="list-style-type: none"> • Disabled pupils included in all school events • Disabled parents have access to all school events • Excellent communication with external agencies offering support for disabled children 	<ul style="list-style-type: none"> • Access plan in place • Engagement with consultant specialist teacher to provide • Risk Assessment, PEEP and Handling Plan. 	<ul style="list-style-type: none"> • Assemblies to make specific reference to disabilities • Contact with disabled parents to ensure equality of access to school events • Assemblies make specific reference to disabilities • Fundraising days shared at whole school level for national and local charities for disabled children
Sex and Discrimination	<ul style="list-style-type: none"> • Children from both sexes take part in a wide variety of activities to encourage equal opportunities both in and after school 	<ul style="list-style-type: none"> • Positive discrimination made eg boys/girls groups when appropriate • Actively encourage volunteers and staff from male and female 	<ul style="list-style-type: none"> • Stereotypes are challenged eg dressing up clothes for all children • Working parties and governor committees include male and females • School council representatives from both sexes in each class
Gender Reassignment	<ul style="list-style-type: none"> • Not currently reflected with staff group or children 	<ul style="list-style-type: none"> • Equality policy would be followed to ensure good relations fostered 	<ul style="list-style-type: none"> • Equality policy would be followed to ensure good relations fostered
Pregnancy and Maternity	<ul style="list-style-type: none"> • NCC maternity policy followed 	<ul style="list-style-type: none"> • Individual staff part of risk assessment process 	<ul style="list-style-type: none"> • KIT days and flexible working on return encouraged
Age	<ul style="list-style-type: none"> • Full range of staff and volunteers from 16-65+ 	<ul style="list-style-type: none"> • Retired employees welcomed back • Volunteers from all age groups welcomed in school 	<ul style="list-style-type: none"> • Support elderly in the community (Harvest, Christmas) • Support local playgroups and Sure Start Centres • Grandparents invited into school
Religion and Belief	<ul style="list-style-type: none"> • Different religious beliefs catered for in staff and children • RE policy followed 	<ul style="list-style-type: none"> • Visitors from a variety of faiths invited into school • Withdrawal from RE and assembly if requested 	<ul style="list-style-type: none"> • School visits and learning about other places of worship • Multi faith celebrations highlighted in assemblies
Sexual Orientation	<ul style="list-style-type: none"> • School rules set clear guidelines applicable to protected characteristics (At an age appropriate level) • All People treated as individuals PSHE Policy 	<ul style="list-style-type: none"> • Dressing up clothes/ Toys and resources throughout school provide freedom of expression for all individuals • Variety of families represented 	<ul style="list-style-type: none"> • Opportunities to share home environment through Protective Hand work, Pre visits when child starts School • Non Judgemental view points fostered • Governors, staff, parents and volunteers treated as equals

Rothwell Victoria Primary Learning Partnership

Equalities Objectives action plan April 2015

Objective	Which protected group(s) Will this most affect/influence	How will we know we have achieved the objective?	Lead	Actions	Review Date
To ensure that a variety of different countries are represented by whole school songs, language of the month	Race	Review songs sung throughout the year/ Languages covered during the year	EAL / Assembly leader	Music and RE leaders to plan music to accompany assembly themes, songs. EAL lead to plan, implement and monitor language of the month boards and practice in class.	January 2016
To ensure literature and the school curriculum continue to represent a variety of the diverse nature of families	Sexual orientation/ Disability/Age	Review of curriculum to ensure the diverse nature of families is represented.	Literacy leader, PSHE leader	Whenever new books purchased this objective to be considered.	Annually
To investigate the possibility of developing links with Local/Leeds school with children with different multi-cultural backgrounds	Race/ Religion and Belief	Links developed with Local/Leeds school. Children are aware of different backgrounds of the children.	Deputy Head Teachers.	Re-establish the link with Rothwell (Leeds) primary school.	September 2015
To enhance all displays in order to show positive images of disability	Disability	Review to include discussion with children about disabilities.	PE Lead	Revisit all wall displays for representation of disabled children and adults images.	December 2015, each time hall boards change.
To actively encourage Governor applications from local people with protected characteristics	All	Governing body to include Governors from protected groups.	Head teacher	Network within the community to find suitable candidates.	July 2015
To continue to celebrate festivals from different religions more in assembly and class activities.	Religion and Belief	Review to include analysis of assemblies covered throughout the year.	RE Leader	Assembly cycle to be reviewed to ensure continued opportunities for celebrating	July 2015

				different faiths. RE leads to take assembly to ensure all faiths are represented	
To become increasingly aware of different faith groups in assembly.	Religion and Belief	Assembly rota to include visiting speakers from different faiths. Invite Governor to Monitor.	RE Leader/ Deputy Head	Continue to seek out and book representatives of different faiths to lead assembly.	August 2015
Family Welfare and pastoral support to be maintained and retained across RVPLP to continue to remove barriers to learning through the employment of a Family Welfare Co-ordinator and Family Link Worker, financed through Pupil Premium Fund.	All	Improved attendance and attainment, outcomes for vulnerable families	DSL Team	Continue to monitor attendance, attainment and outcomes.	Ongoing
To close the gap in attainment of vulnerable groups of pupils, SEN, Pupil Premium and Gender.	SEN Pupils, Pupil Premium Pupils	Vulnerable groups focus on learning and outcomes for grouped and individual pupils. Prioritised with SLT monitoring and evaluation cycle. Provision mapping shows money spent has impacted on pupil attainment.	Pupil Premium leader SENco	On-going pupil tracking and monitoring using Average Points Score (APS) identifying pupils who need additional support and designing programmes to enable enhanced attainment. Continue to provision map to provide evidence of effectiveness on funding.	Ongoing