





## DINGLE COMMUNITY PRIMARY SCHOOL

### EQUALITY PLAN

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Reviewed by:	Governing Board
Signed:	 (Headteacher)
Signed:	 (Chair of Governors)
Date:	30 <sup>th</sup> September 2020

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## 1. Introduction

Specific duties that schools must follow are outlined in the Disability Discrimination Act 2005 and the Equality Act 2006 (revised 2010, bringing together previous legislation; Race Relations Act 1976, Equal Pay Act 1970, Disability Discrimination Act 1995, Sex Discrimination Act 1975) respectively and the accompanying regulations. This Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is a strategy and action plan which summarises the school's approach to equality across the whole school community and future actions may become part of the School Development Plan where appropriate.

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 Dingle Community Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Plan sets out Dingle Community Primary School's approach to promoting equality and diversity. The school recognises the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination. The Plan responds to the statutory duties relating to disability, gender and race equality which require the publication of disability and gender equality schemes and a race equality policy. These documents are included in this Plan.

## 2. Aims

The purpose of the Equality Plan is about providing equality and excellence for all, in order to promote the highest possible standards. The principles of this plan apply to all members of the school community, pupils, staff, governors, parents/carers and local community members.

At Dingle Community 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 overall objective is to provide a framework for the school to pursue its equality objectives to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

## 3. Equality into Policy and Practice

As well as the specific actions set out in 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.

#### **4. 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 ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

As an employer we will 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 or re-evaluating the staffing structure, 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;
- continuous professional development opportunities for all staff;
- Leadership Team support to ensure equality of opportunity for all.

#### **5. 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). Dingle Community Primary School will take the actions outlined in its Equality Plan Action Plan in order to meet the general duties detailed in this Equality Plan.

##### **Race Equality**

The general and specific duties of schools are detailed in The Race Relations Act 1976, as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires the school 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/carers towards raising the achievement of minority ethnic groups.

##### **Disability**

This section should be read in conjunction with the school's Special Educational Needs & Disability Policy and Provision Information Report and the school's Accessibility Plan.

➤ **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 their 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.

**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.

**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.

**6. 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/carers. We have achieved this by using the following to shape the plan:

- ❖ feedback from parent-teacher consultations and Dingle Parent Partnership forum meetings;
- ❖ input from staff surveys and through staff meetings/INSET;
- ❖ feedback from the School Council, PSHE lessons, whole school surveys on pupils' attitudes to self and school;
- ❖ issues raised in annual reviews or reviews of progress on Individual Education Plans;
- ❖ feedback at Governing Body meetings.

## **7. Roles and Responsibilities**

### **➤ The Role of the Governing Board**

- ❖ The Governing Board has set out its commitment to equal opportunities in this plan and it will endeavour to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- ❖ The Governing Board seeks to ensure that people are not discriminated against when applying for jobs at the school on grounds of race, gender or disability.
- ❖ The Governing Board takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for parents/carers and pupils.
- ❖ The Governing Board welcomes all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- ❖ The Governing Board ensures that no child is discriminated against whilst in the school on account of their race, sex or disability.

### **➤ The role of the Headteacher**

- ❖ It is the Headteacher's role to implement the school's Equality Plan and they are supported by the Governing Board 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 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 support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **8. 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. All incidents are reported to the Headteacher, with racist incidents reported to the Governing Board termly and to the Local Authority annually.

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 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;
- ❖ refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **9. Review of Progress and Impact**

We make ongoing 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.

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.

The school will continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential is found to exist and promoting an inclusive environment are areas where particular attention will be focused.

Through its auditing process and the development of this plan, including taking account of the views of those consulted, the school Governing Body has identified that there are no equality and diversity issues requiring significant action over the three years of the Plan. In the light of this the school has determined that the key action is to ensure that curriculum planning and resources will reflect the embodiment of equality across all subjects.

## **10. Publication**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- ❖ publish our Equality Plan on the school website;
- ❖ raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- ❖ ensure hard copies are available.

### Appendix: Action Plan

Equality Strand	Action	Success Criteria	Timescale	Review	Responsible Person(s)
All	Publish the Equality Plan through the school website, newsletters and staff meetings and ensure there is a structure in place to manage it on an ongoing basis.	<ul style="list-style-type: none"> <li>The Plan will have been prepared.</li> <li>The Plan will have been approved by the Governing Body, through the Policy Development Committee.</li> <li>The Plan will have been published.</li> <li>A review date will have been set.</li> </ul>	<ul style="list-style-type: none"> <li>September 2013.</li> <li>September 2013.</li> <li>September 2013.</li> <li>To be reviewed annually in the Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed each Autumn.</li> </ul>	Headteacher and Governing Board Safeguarding Committee.
All	Staff, pupils and parents/ carers will continue to be involved in the future development of the Equality Plan.	<ul style="list-style-type: none"> <li>Input and feedback will have been provided from surveys, staff meetings, School Council meetings, parent-teacher consultations.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Parental surveys</li> <li>Staff surveys</li> </ul>	Headteacher, staff.
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.	<ul style="list-style-type: none"> <li>Analysis will indicate that there is no significant difference in attainment for equality groups.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing, with annual review of data from the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Standards Committee monitoring of pupil progress, both school's own data (termly) and end of Key Stage data (annually).</li> </ul>	Headteacher, Governing Board Safeguarding Committee.
All	Where appropriate, recognise and represent the talents of disabled pupils in Gifted and Talented opportunities/ programmes and ensure representation on the programmes fully reflects the school population in terms of race and gender.	<ul style="list-style-type: none"> <li>Gifted and Talented register monitoring by race, gender and disability will show equality of opportunity reflecting the diversity of the school population.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing, with annual review of data from the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Standards Committee monitoring and Headteacher's termly reports to the Governing Board.</li> </ul>	Headteacher, Inclusion Manager, Governing Board Safeguarding Committee and Standards Committee.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	<ul style="list-style-type: none"> <li>Diversity will be reflected in displays across all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly School Improvement Committee learning walks 2014-15 and Governor with Responsibility for Safeguarding visits.</li> </ul>	Headteacher.



Equality Strand	Action	Success Criteria	Timescale	Review	Responsible Person(s)
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, class assemblies, fund raising events.	<ul style="list-style-type: none"> <li>Diversity will be reflected in pupil participation.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Standards Committee.</li> </ul>	Headteacher, teaching staff.
All	Ensure that extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.	<ul style="list-style-type: none"> <li>Diversity will be reflected in pupil participation.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Standards Committee.</li> </ul>	Headteacher, Governing Board.
Gender Equality Duty	Provide a wide range of after school club opportunities, to ensure participation rates are reflective of the school population.	<ul style="list-style-type: none"> <li>Participation will reflect a balance between boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Safeguarding Committee.</li> </ul>	Headteacher, teaching staff.
Disability Equality Duty	Ensure the school and its facilities are accessible to all disabled stakeholders.	<ul style="list-style-type: none"> <li>Admissions, participation and extended school usage will have been monitored to show equality; barriers to new and existing disabled users will have been identified/addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing, with annual review in the Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Safeguarding Committee.</li> </ul>	Headteacher and Governing Board Safeguarding Committee.
Disability Equality Duty	Ensure the school as an employer enables disability equality.	<ul style="list-style-type: none"> <li>Job adverts/ applications, CPD opportunities, promotions, pay and conditions of service will have been monitored to show equality.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing, with annual review in the Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Safeguarding Committee.</li> </ul>	Headteacher and Governing Board Safeguarding Committee.
Race Equality Duty	Identify, respond to and report racist incidents as outlined in the Equality Plan.	<ul style="list-style-type: none"> <li>Staff are aware of and respond to racist incidents in a timely and appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports to the Governing Body, annual reports to the Local Authority.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Body Safeguarding Committee.</li> </ul>	Headteacher.

<b>Equality Strand</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Review</b>	<b>Responsible Person(s)</b>
Community Cohesion Duty	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	<ul style="list-style-type: none"> <li>Increased awareness of different communities will be evident through pupil curriculum work.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Standards Committee.</li> </ul>	Headteacher, staff.
Community Cohesion Duty	Provide reasonable means for pupils and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	<ul style="list-style-type: none"> <li>Increased awareness of different communities will be evident through pupil curriculum work.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Standards Committee.</li> </ul>	Headteacher, staff.
All	Ensure that new members of staff receive training/are made aware of the school policy and Equality Plan; ensure that existing staff are made aware of the current policy and plan.	<ul style="list-style-type: none"> <li>New staff will have been made aware of the school policy and plan as part of their induction.</li> <li>Existing staff will have been made aware of the current policy and plan.</li> </ul>	<ul style="list-style-type: none"> <li>As and when new staff are appointed.</li> <li>September 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to the Governing Board Resources Committee.</li> </ul>	Headteacher.
All	Review the Equality Plan on an annual basis and publish progress.	<ul style="list-style-type: none"> <li>The plan will have been reviewed by designated persons and a report approved and published by the Governing Board Safeguarding Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annually in the Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>Reports prepared each Autumn term for presentation to the Governing Board Safeguarding Committee.</li> </ul>	Headteacher and Governing Board Safeguarding Committee.