

East Stour Primary School



Equality Statement and Objectives

Commented [ja1]: There is no longer a requirement to publish a Single Equality Scheme – we are now required to publish an 'Equality Information and Objectives'.

Date of Issue	Next Review	Version	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
October 2017	October 2019	2	SEND policy, behaviour policy, accessibility plan, child protection policy			

Equality Statement

All decision making at East Stour is informed by the desire to develop:

Standards of achievement

The quality of teaching & learning

The behaviour, safety and welfare of all pupils and staff

And to enjoy learning, working and being together

At East Stour Primary School we recognise that "...through their day to day contact with pupils and direct work with families our education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns to the appropriate agency."

(Working Together to Safeguard Children)

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1.Mission statement

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

a. Levelling Up

The principle of 'levelling up' means that, as far as is reasonable, we apply the highest requirement of the law across all equality strands, while taking into account the need to apply the test of what is relevant and proportionate.

b. Relevant and proportionate

We prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes

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;
- 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.

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.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at East Stour Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

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

4. Equality and the law

At East Stour Primary School, we seek to value everyone, and our school is committed to equality in practice. We welcome our legal duties to eliminate discrimination, and to promote community cohesion.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation) and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act brings together previous legislation concerned with Race, Gender and Disability and aims to ensure that:

- All adults and children treat each other with respect;
- Great effort is made so that all groups of pupils make good progress, and so that employment practice is also fair;
- East Stour is a school committed to producing good citizens – locally, nationally and globally.

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 parent-school forum meetings
- Input from staff surveys or through staff meetings;
- Feedback from the school council, PSHE lessons and discussions with pupils;

- 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 Headteacher (or Senior Leader responsible for Equalities)

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 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 Headteacher is supported by the AHT for inclusion and the SENCo to fulfil this role.

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.

Commented [ja2]: If this is a GB responsibility then data needs to be provided to ensure the GB are held to account. This may create a level of monitoring that is onerous, in which case 'Roles and Responsibilities' should be removed completely.

Alternatively, a yearly report could be drafted that provided the relevant assurances from the HT that she is fulfilling her role and responsibilities, in which a bland statement about holding the HT to account would be better here.

Commented [ja3]: If we are going to say this then the GB needs to receive info as part of the monitoring reports that demonstrates this, at the moment the breakdown does not include race nor does it separate disabilities that are not SEN.

If this cannot easily be provided this line should be removed

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.

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 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 an annual 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 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;

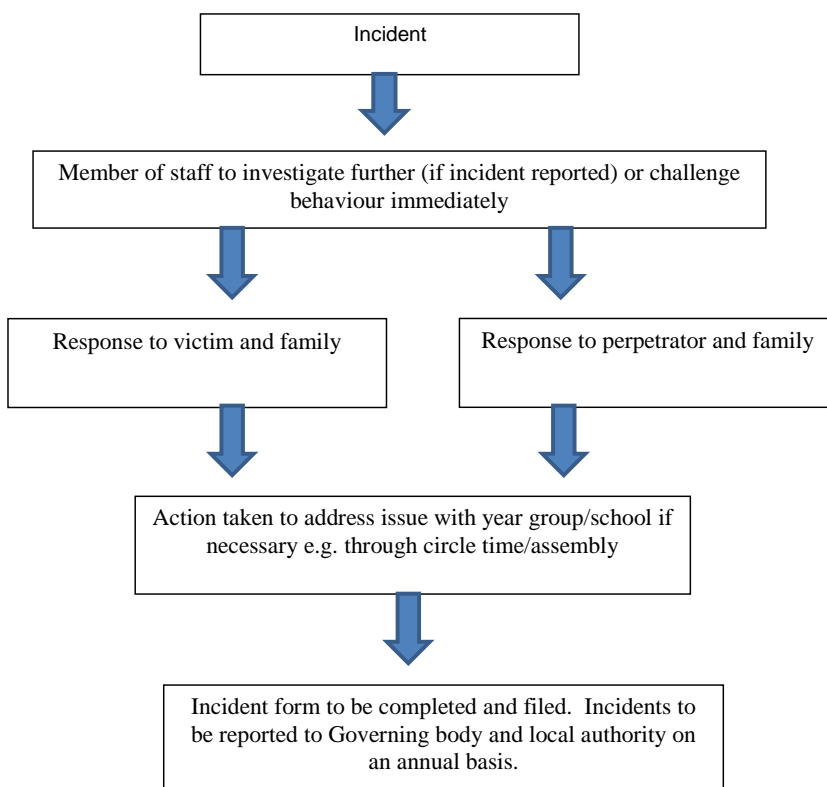
Commented [ja4]: I think this should be separate from the Statement, either stand alone or as an appendix.

This should be a statement of intent and this section appears to be a procedure

- 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. A procedure for responding and reporting is outlined below:



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. We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all. In line with legislative requirements, we will review progress against our Equality Plan annually.

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 we will:

Publish our Equality Information and objectives on the school website;
Raise awareness through the school newsletter, assemblies, staff meetings and other communications;
Make sure hard copies are available on request.

10. Objectives

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act and we have also involved staff, pupils, parents and others in the following ways:

- All staff and children in school have the right to be respected, the right to learn and the right to be safe;
- Pastoral care in school
- Questionnaires to gain feedback from Pupils, Parents and Carers, Governors and Staff;
- Annual Learning programme open to all parents in areas such as, reading, phonics, Numeracy, ICT, SEND and e-safety;
- Class and whole school assemblies embrace a breadth of cultures;
- Termly open sessions in all year groups for parents/carers/other relatives;

Commented [ja5]: There is no longer a statutory requirement for two separate equality schemes,

- The school curriculum is designed to enable children to understand and respect diversity;
- Annually the children raise money for a specific charity;
- All racist incidents are recorded and reported to the Local Authority;

Pupil Information

		School	County
Number on Roll		437	
Gender	Male	212	
	Female	225	
Ethnicity	White British	301	
	White Eastern European	24	
	Nepali	12	
	Black Nigerian	8	
	Unknown	8	
	White Other	8	
	Indian	7	
	White & AOEG	7	
	White & Black Caribbean	6	
	Bangladeshi	5	
	Black Ghanaian	5	
	Refused	5	
	White Western European	4	
	Arab	3	
	Black & AOEG	3	
	Black Caribbean	3	
	Other Black African	3	
	OEG	3	
	Other White British	3	
	Sri Lankan Tamil	3	
	Black European	2	
	Kurdish	2	
	White & AO Asian Background	2	
	Albanian	1	
	Asian & AOEG	1	
	Other Asian	1	
	Other Mixed Background	1	
	Traveller of Irish Heritage	1	
	Turkish Cypriot	1	
	White Irish	1	
	White Scottish	1	
White & Black African	1		
White European	1		
1ST Language	English	363	
	Other	74	

Commented [ja6]: I would merge some of these given the numbers are small. – see below my recommendations.

White ethnic groups

All Non-White ethnic groups

Mixed

Asian or Asian British

Black or Black British

Chinese or other ethnic group

SEN / Disability	Total	100	
	Need	52	
	K status	43	
	EHCP	5	
Free School Meals		65	
PP		134	
LAC PP		4	

Information from October 2017

Our Equality Objectives

- Educate all about discrimination and prejudice and promote a harmonious environment:
- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress;
- To reduce the number of fixed term and permanent exclusions;

Ensure that the appointment of staff is in line with equal opportunities legislation.

Appendix A

East Stour Primary School

Procedure for Dealing with Racist Incidents

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti-racist stand-point and regard for multicultural issues and approaches is reflected in one of our School Aims, which states "to provide a safe and supportive environment which fosters the development of every child and one that creates respect for all".

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive pupil behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the School community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.

Development of multicultural issues and equal opportunities as cross-curricular themes in teaching.

In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, eg ignorance by any member of the School community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner.

Staff are to report directly to the Head Teacher of staff without delay, any incident of suspected racism.

Action

- Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of her or his behaviour.
- A Racist Incident Sheet will be completed and passed to the Head Teacher without delay.
- The designated senior member of staff will take action in accordance with the instructions on the sheet.
- Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Headteacher’s office.
- In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff must inform the Local Authority.

Appendix B

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed derived from the principles in Section 3

Commented [ja7]: There is no longer a requirement to carry out this equality impact assessment. If we say we will, then we must evidence we do. The GB have not been provided with a EIA when policies are reviewed and its likely that no assessment has been recorded. I suspect we do this informally as part of all service and policy reviews but I recommend we remove this statement of intent and the table below.

<i>Key Topics</i>	<i>Disability</i>	<i>Ethnicity, culture, religion and belief</i>	<i>Gender and sexual orientation</i>	<i>Other factors</i>
	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whatever their gender or sexual orientation? Or are outcomes different for females and males, or children and young people with different sexual orientations, with some being disadvantaged?	Do our policies benefit all learners and potential learners, irrespective of other factors such as age, income, family circumstances or where they live? Or are some groups being excluded or disadvantaged?
<i>2. Recognising relevant differences</i>	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of girls' and boys', women's and men's, differing experiences or of the experiences of lesbian, gay, bisexual and transgender people? Or is a 'one size fits all' approach adopted?	Is due account made of the differing experiences of people depending on factors such as age, income, family circumstances or where they live? Or is a 'one size fits all' approach adopted?
<i>3. Benefits for the workforce</i>	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whatever their gender or sexual orientation? Or are there differential impacts, both positive and negative?	Do all members and potential members of the workforce benefit, irrespective of factors such as age, income, family circumstances or where they live? Or are there differential impacts, both positive and negative?
<i>4. Attitudes, relationships and cohesion</i>	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between boys and girls, women and men, and people of different sexual orientations? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?	Do our policies promote good relations between people from different age groups, with different income or family circumstances or who live in different places? Or are there tensions and negative attitudes?
<i>5. Benefits for society</i>	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public lives of women as well as men, and people of all sexual orientations? Or are women, or lesbian, gay, bisexual and transgender people, excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of all citizens irrespective of age, income, family circumstances or where they live? Or are certain groups excluded or marginalised?