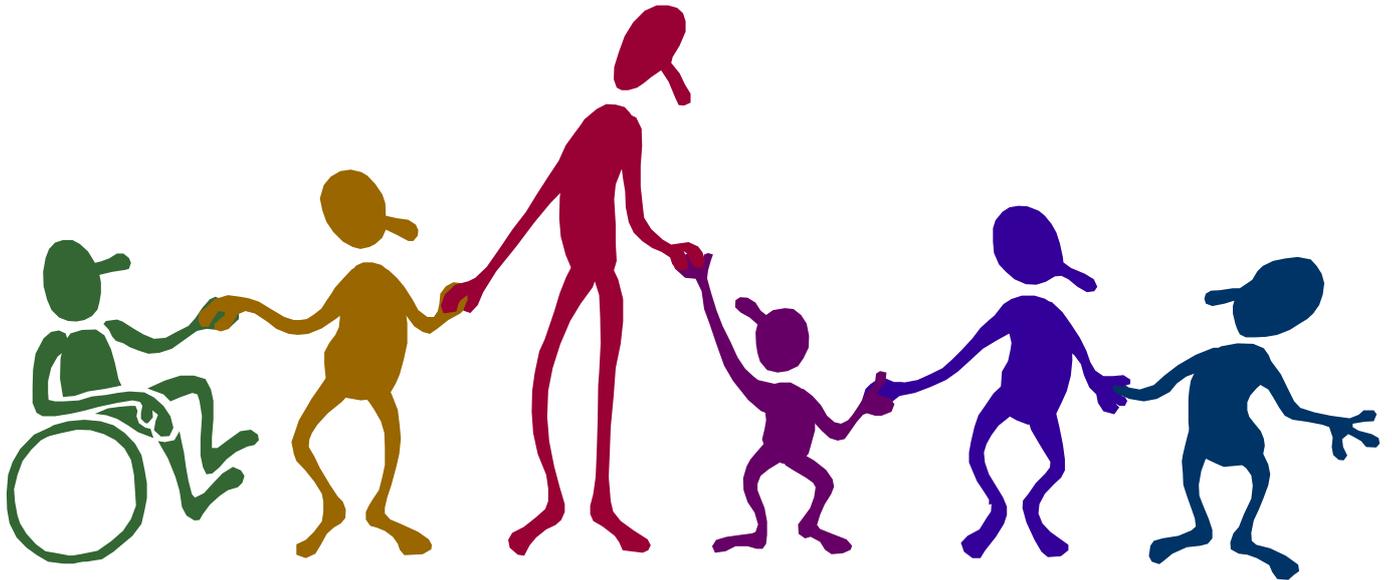


Hawkesbury CE VC Primary School



Equality Plan January 2016 - 2019

Hawkesbury CE VC Primary School

Equality Plan

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1. Mission statement

‘Enjoy, achieve, believe’

At Hawkesbury CE VC Primary School, we aim to provide a caring, Christian environment where all can enjoy, achieve and believe. This will happen through respect for each other, our community and the world around us, and by encouraging hard work, curiosity and honesty.

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

In the summer of 2015, we reviewed our vision and values. As a result, we now have six school values that are actively promoted throughout the school. These are:

- Respect
- Responsibility
- Caring
- Ambition
- Creativity
- Perseverance

These values can be applied to ourselves, to others and to our community.

OUR SCHOOL VALUES

VALUE	VALUE CHAMPION	OURSELVES	OTHERS	OUR COMMUNITY
CARING	PENNY THE PENGUIN	I can take care of myself and understand my feelings.	I can show consideration for others and their feelings.	I show awareness of – and care for – the communities that I belong to.
RESPECT	DUKE THE DOG	I show respect for myself and am proud of who I am.	I show respect for everyone as well as their beliefs and values.	I have respect for our community. I am proud to be British and respect other cultures.
RESPONSIBILITY	MARK THE MEERKAT	I take responsibility for my actions and belongings.	I take responsibility for how I act towards other people and other things.	I take on roles of responsibility in my school community and beyond.
AMBITION	LARRY THE LION	I have personal goals and dreams and try my best to achieve them.	I support others to achieve their goals.	I actively work towards school and community goals.
CREATIVITY	SHELLEY THE SPIDER	I can use my imagination and express my ideas.	I will celebrate other people's ideas.	I will creatively contribute to my school and community.
PERSEVERANCE	SALLY THE SALMON	I will stick at things that I find hard.	I will support others around me to stick at tough tasks.	I will be a role model of stickability to all around me.

As a school, we promote British values. The following table explains how British values form part of our school life and how they are linked to our school values:

BRITISH VALUES

BRITISH VALUE	BRITISH VALUES AT HAWKESBURY SCHOOL
DEMOCRACY	Our children have plenty of opportunities to experience democracy within the school environment. We encourage children to show ambition and to take on positions of responsibility . As a result, we hold elections for our School Council as well as House captains and vice captains. We encourage children to work in groups and use their creativity in order to establish the direction of their learning. As a result, children are required to listen to the ideas of others around them and to vote for the best options.
RULE OF LAW	Our school has a behaviour policy detailing rewards and sanctions that are commonly used throughout the school and understood by our pupils. The reasons behind our rules are shared with the children so that they can understand and respect the need for laws in our community.
INDIVIDUAL LIBERTY	We actively encourage our pupils to be independent and be involved in the planning of elements of their learning. We provide a safe learning environment in which they can develop their ideas and prosper. We welcome different ideas and strategies and celebrate creativity and perseverance .
MUTUAL RESPECT	Respect is a key value of the school and is understood by all members of our community. Services are regularly held that promote this value in order to develop respect on a personal, local and global level.
TOLERANCE OF THOSE WITH DIFFERENT BELIEFS	Our community is not very culturally diverse. For this reason, we provide whole school services and learning experiences that promote awareness and respect for other cultures and religions.

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 Hawkesbury CE VC 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

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 Hawkesbury CE VC Primary School 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 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 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 Accessibility Strategy.

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 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 every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening equalities consultation, parent-school forum meetings and discussion with pupils;
- Input from staff surveys
- Feedback from the school council, PSHE lessons
- Issues raised in annual reviews or reviews of progress on Target Provision Plans 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

- It is the headteacher's role to implement the school's Equality Plan and s/he 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 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 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 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

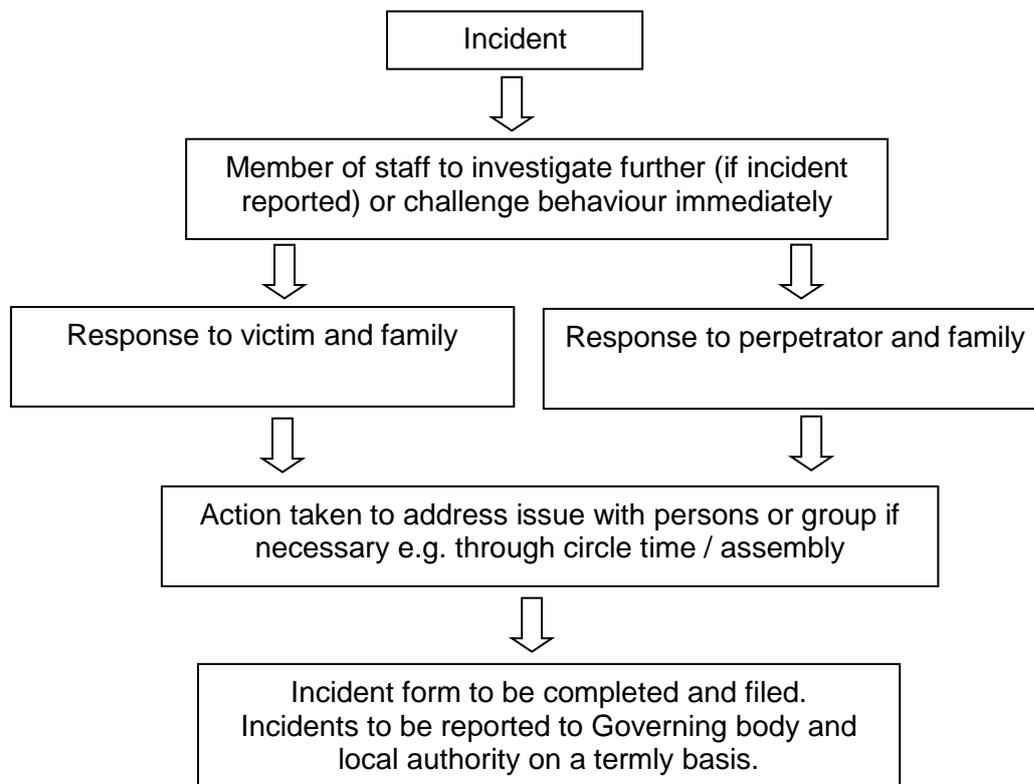
Types of discriminatory incidents that can occur are:

- 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.

A suggested 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. 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.

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.

Approved at Full Governing Body Meeting 9th May 2016,

Signed:

Date:

10. ACTION PLAN

Hawkesbury CE VC Primary School



EQUALITIES ACTION PLAN

Equality Strand	Target	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote Equality Policy and Action Plan	Publish and promote through: <ul style="list-style-type: none"> - school website - school newsletter - staff meetings 	Question about parent awareness of Equality Scheme in annual survey. (Parents evening questionnaire, Summer Term 2016)	Headteacher	Spring Term 2016	Annual parent, carer and staff questionnaire shows that all staff, Governors and parents familiar with the Equalities policy and Action Plan. Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays
All	All children to have an opportunity, during an academic year, to participate in at least one 'out of class' /enrichment activity.	Work with School Cluster to arrange a broader range of 'out of class' activities including school council and fundraising. Ensure a balance of gender. All Hawk class children to have the opportunity to become school librarians, worship warriors and house captain/vice captains.]	Monitor register of children attending enrichment activities on a termly.	Headteacher / staff	Ongoing	- All children to feel they have been given the opportunity to participate in an 'out of class' activities and not just a chosen few.

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All	Pupil voice / contribution to school life	Ensure there is a broad range of pupil voice activities for children. Children to become more involved in the planning of their activities (HUGL week). Pupil conferencing on a range of subjects.	Monitor involvement of children with pupil voice activity, eg school council, worship team, librarians	Headteacher / staff	Ongoing	All children feel their views and opinions are part of the school
Gender	Ensure the school promotes male role models and heroes, to balance current female/male staff ratio.	<ul style="list-style-type: none"> - More male involvement in all aspects of school life – cooking, reading, sport, music. - Involvement of parents, carers and the community. - Establish a list of male visitors, including the vicar, music and sports teachers - Organise activities and assemblies to include male role models. 	Increase in pupils' participation, confidence and achievement levels	All staff	Ongoing	Lack of comments in annual school questionnaire re: the need for male role models.
All	Improve the use of IT and visual displays to promote all aspects of Equality.	<ul style="list-style-type: none"> - Carry out an audit of current IT resources, books and visual displays around school. - learning walk by SLT/governors with equalities slant 	Increase in pupil participation, confidence and positive identity – monitor through PSHE and pupil conferencing	SLT	Spring 2016	More equality reflected in school displays and through the use of IT on an ongoing basis.
Community cohesion	Expand and develop pupils knowledge of cultural diversity	<ul style="list-style-type: none"> - Interact with other schools as the opportunities arises – sports, music, enrichment, trips. - Celebrate different festivals and religious events through our R.E. curriculum, global citizen services and 	Pupil conferencing Curriculum audit RE monitoring Impact monitoring through Comenius project	Headteacher / RE & PHSE leader	Ongoing	Pupils will continue to experience and develop greater understanding of different faiths, cultures and backgrounds.

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		other events.				
All	All parents and carers have an opportunity to participate in school activities	<ul style="list-style-type: none"> - Advance notice of events. - Varied time and days of events 	<ul style="list-style-type: none"> - Monitor attendance of working parents at events 	Headteacher / staff / governors	Ongoing	More working parents able to attend school events
All	All pupils to have no economic barriers to participating in school activities	<p>Charging and Remission policy on website and in Newsletter.</p> <p>Use alternative funding (Buffalos, charities, PTA, church) where possible to reduce costs</p> <p>Trips and activities that require financial donations by parents are evenly spread across the year.</p> <p>Pupil Premium children are identified and supported, with the help of funding. Their progress is monitored and reviewed to ensure best provision is given.</p>	<ul style="list-style-type: none"> - Parents are able to afford contributions to school activities - Economic factors are not a barrier to children's participation in activities 	Headteacher / staff / governors	Ongoing	Economic factors are not a barrier for children participating in activities
Race Equality Duty	All members of the school community treat racist incidents seriously	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting at FGB meetings following any incident.	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent nil reporting is challenged by the Governing Body</p>
Disability	School is accessible to all pupils, staff	<ul style="list-style-type: none"> - Carry out audit of school accessibility. - Cross reference with 	<ul style="list-style-type: none"> - Monitor according to actions on accessibility plan 	Headteacher / SBM / governors	Ongoing	School is fully accessible to all pupils, visitors

10. ACTION PLAN

	and visitors.	Accessibility Plan.				and staff.
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