



Equality Action Plan and Objectives

Approved by: Ryefield School LGB **Date:** 06/03/2023

Last reviewed on: 07/03/2022

Next review due by: March 2024

1. Aims

At Ryefield 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, 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 Ryefield, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic (disability, ethnicity, gender, religion, sexual orientation and identity) and people who do not share it
- Foster good relations across all characteristics – between people who do and do not share a protected characteristic

2. Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the Race Relations (Amendment) Act (2000) and the Disability Discrimination Act (DDA) 2005

Links with Other Policies and Documents

This document links to the following Trust and Local policies/plans:

- School Accessibility plan
- School Special Educational Needs and Disabilities Policy
- School Improvement Plan
- School Safeguarding Policy
- School Anti-bullying Policy
- School Behaviour Policy
- Vanguard Learning Trust Equality Duty Policy

3. Visions and Values

The aims of Ryefield Primary School guide all that we do. At Ryefield we aspire to be an excellent school in every sense of the word.

We strive to achieve excellence by:

- providing a challenging, stimulating, caring environment where children can be encouraged to develop to their full potential
- encouraging independence, responsibility, self-discipline and a genuine pride in our achievements and our school
- enabling all children to be granted respect irrespective of age, race, creed, gender, background or ability
- developing every child academically, physically, morally and spiritually
- offering well-planned and appropriately resourced teaching
- equipping our children for the future and to nurture a desire to learn
- showing care and sensitivity in the way we behave with one another in our school and the community

Ryefield is a school where children love learning. We want all our children to achieve the highest standards possible in a thriving, multicultural, learning environment. Ryefield is a diverse community which strives to provide a happy environment where all children achieve their potential.

Above all, we want our school to touch on the lives of all our children to ensure they grow up to be reflective, self-aware and resourceful. They are at peace with themselves; empathetic towards others and confident young people.

At our core is an understanding that every individual has the opportunity and responsibility to impact positively on the lives of others; that every individual in our community is unique and has gifts and talents that should be celebrated at every opportunity.

Our community begins with its own set of values because they say, "This is what is important to us and this is what we want to see and feel in our school". Our values shape our rewards and consequences. We reward good behaviour and there are consequences for poor behaviour. Our values are demonstrated in our Rewards and Consequences system and can be summarised by our School Creed :

- I intend to always do my best and treat everyone I meet with kindness and care.
- I intend to be loving instead of angry, generous instead of greedy and will always be honest.
- I intend to look after others and their belongings, respect my surroundings and care for the environment.

4. Mainstreaming Equality into Policy and Practice

We aim to provide all our students 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 students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students 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 students 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;

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.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, Ryefield Primary School aims to advance equality of opportunity by removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have by taking steps to meet the particular needs of people who have a particular characteristic and encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will, in accordance with the General Data Protection Regulation and as specified in the Pupil and Staff Privacy Notices, collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. Ryefield will collect, analyse and use data in relation to achievement, broken down as appropriate according to different characteristics to determine strengths and areas for improvement and implement actions in response.

Equality Considerations In Decision-making

Ryefield will ensure it has due regard to equality considerations whenever significant decisions are made. The school will consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school will consider whether

the trip cuts across any religious holidays;

it is accessible to pupils with disabilities;

it has equivalent facilities for boys and girls.

Consideration of our equality duties is recorded in the risk assessment when planning school trips and activities.

5. 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. However, we are committed 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.

6. 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 Ryefield will take to meet the general duties detailed below.

6a. 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 race equality;
- Assess the impact of our policies and action plans, on students, staff and parents by ethnicity including, in particular, the achievement levels of students from minority ethnic groups.

6b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and 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 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 as part of our Equality Plan our disability equality goals and actions to meet them;
- Prepare and publish as part of our Equality Plan an Accessibility Plan to increase access to education for disabled students in the three areas of:

○ Increasing the extent to which disabled students can participate in the school **curriculum**;

○ Improving the **environment** of the school to increase the extent to which disabled students can take advantage of education and associated services;

○ Improving the delivery to disabled students of **information** which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

6c. 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 students 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 boys and girls, 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.

6d. Sexual Orientation

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

6e. 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 students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

7. 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, students and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parents,
- Staff meetings / INSET
- Feedback from the school council, whole school surveys on children's attitudes to self and school
- Discussions at annual reviews and pupil progress meetings
- Feedback at local governing body meetings

8. 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 students, 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 students.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, religion, gender 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 regards 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 students 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.

9. Tackling Discrimination

Harassment on account of race, religion/beliefs, 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 student'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.

Some incidents may lead to consideration under Child Protection. In these cases the school's Child Protection procedures will be followed.

What is a discriminatory incident?

Harassment on grounds of race, religion/beliefs, 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:

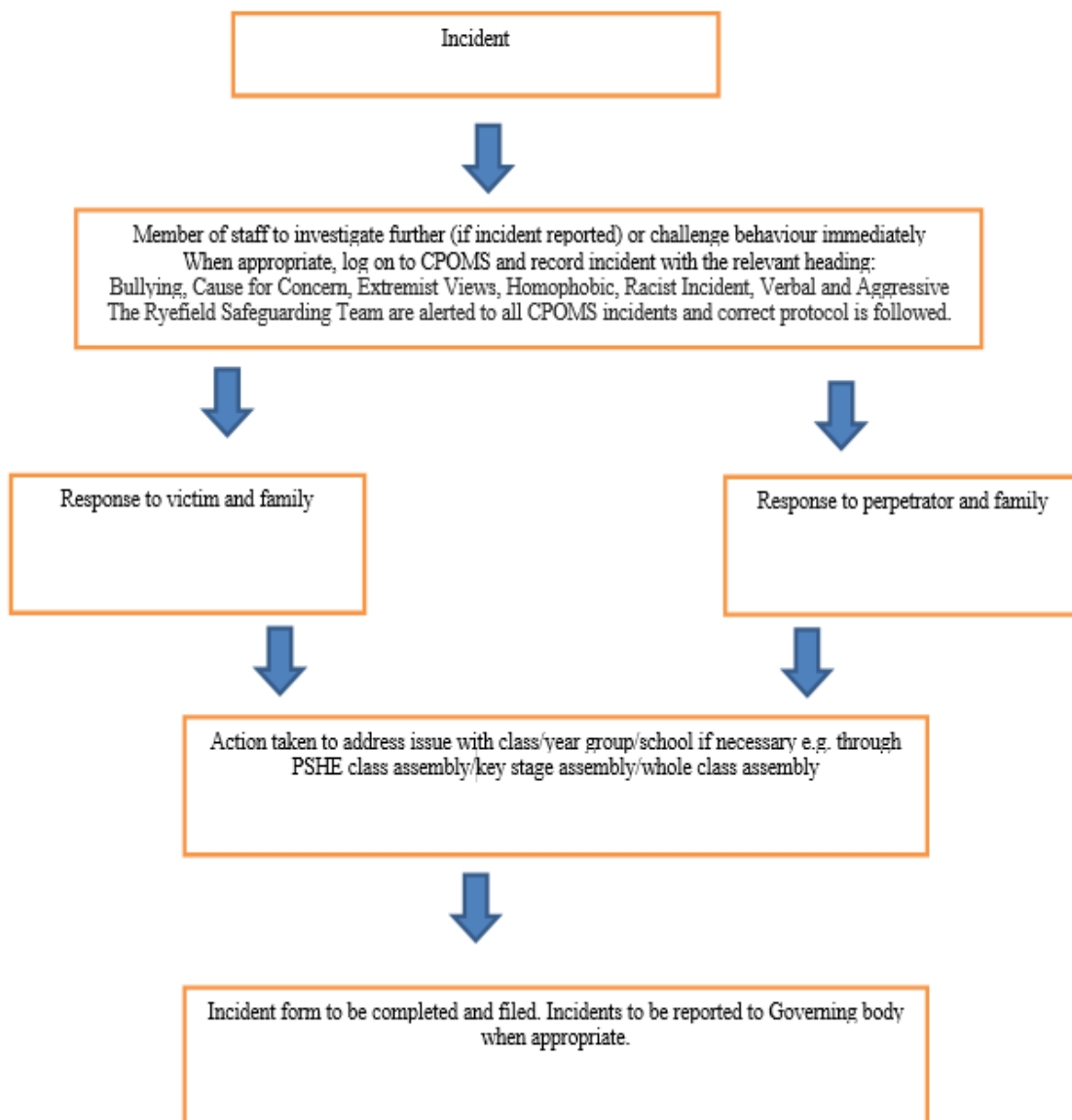
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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;
 - Any discriminatory behaviour online or via social media, directed at a pupil, parent or member of staff – or brings the reputation of the school or Trust into disrepute;

- 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

10. Responding to and Reporting Incidents

It should be clear to students and staff how they report incidents. All staff, teaching and nonteaching, 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:



11. Review of Plan, Objectives and Impact

EQUALITY OBJECTIVES:

1. **At Key Stage 1 and Key Stage 2, middle and high ability DA pupils will make progress, in line with pupils with similar starting points by the end of the academic year 2023/2024**
2. **At Key Stage 1 and Key Stage 2, the attainment in Reading and Writing for boys will rise by the end of the academic year 2023/2024**

The Equality Action Plan and Objectives have 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 Action Plan and Accessibility Plan bi-annually.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress and take appropriate action to address any gaps.

12. Publishing the Plan

In order to meet the statutory requirements to publish our Equality Action Plan and Accessibility Plan, 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 from the school office.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This document links to the following policies:

- Accessibility plan
- Special Educational Needs and Disabilities Policy
- The School Improvement Plan
- Supporting Pupils with Medical Needs Policy
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding Policy