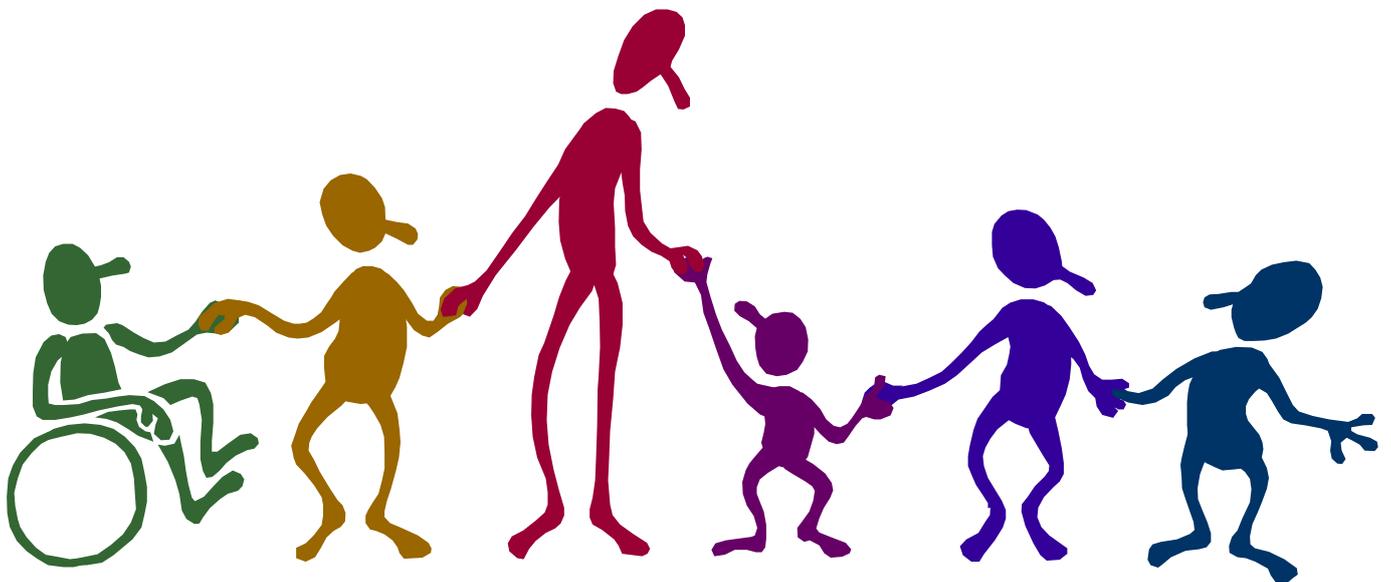




Peasedown St John Primary School

Equality Plan

2012-2014



Mission Statement

At Peasedown St John 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, sexuality, 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 is monitored by ethnicity, gender, FSM, EAL and SEN and we 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 Peasedown St John Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Our Equality Duties

On 1st October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes. The key changes are:

- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past - meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the new act - such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

The Equality Act 2010

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Protected Characteristics

The term "**protected characteristics**" is used as a convenient way to refer to the categories to which the law applies. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,

- gender reassignment,
- pregnancy or maternity

Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways. The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability.

Definition of disability

The Act defines disability as when a person has a **'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'** Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Auxiliary aids and services (added September 2012)

- The duty to provide auxiliary aids as part of the reasonable adjustment duty is a change for all schools from September 2012 and also extends to maintaining local authorities.
- The definition of auxiliary is "helpful, assistant, affording aid, rendering assistance, giving support or succour" and that auxiliary aids and services "are things or persons which help." Examples of what may be considered an auxiliary aid could be; hearing loops; adaptive keyboards and special software.
- Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal SEN statement. These aids may be provided in the school under the SEN route, in which

case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

- We will consider whether to provide auxiliary aids as a reasonable adjustment for disabled children. This will particularly be the case where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service. All decisions will depend on the facts of each individual case.
- We also consider potential adjustments which may be needed for disabled pupils generally, as it is likely that any school will have a disabled pupil at some point.
- We will always try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable. We will avoid this scenario wherever possible.

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:

- 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.

Positive Action

New Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures are a proportionate way of achieving the relevant aim. An example of how we do this is by inviting the Black Families Support Group into school to work specifically with our Black pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and we do not discriminate. Exclusions will always be based on the school's Behaviour Policy in line with Bath and

North East Somerset Guidelines. We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

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 concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

We understand that it is unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. We do not, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. We ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

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 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.

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 Head Teacher

- The Head teachers implement the school's Equality Plan and they are supported by the governing body in doing so.

- The Head teachers ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head teachers ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teachers promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Head teachers treat 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

- Staff ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Staff strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Staff challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.
- Teachers support the work of teaching assistants and encourage them to intervene in a positive way against any discriminatory incidents.

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 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 and are reported to the head teacher. Any serious incidents are reported to the Local Authority and the Governing Body.

Unlawful behaviour

The Act defines four kinds of unlawful behaviour - direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat - or would treat - other people. This describes the most clear-cut and obvious examples of discrimination - for example if a school were to refuse to let a pupil be a head boy because he is black.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend.

Harassment has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation. As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act.

What is a discriminatory incident?

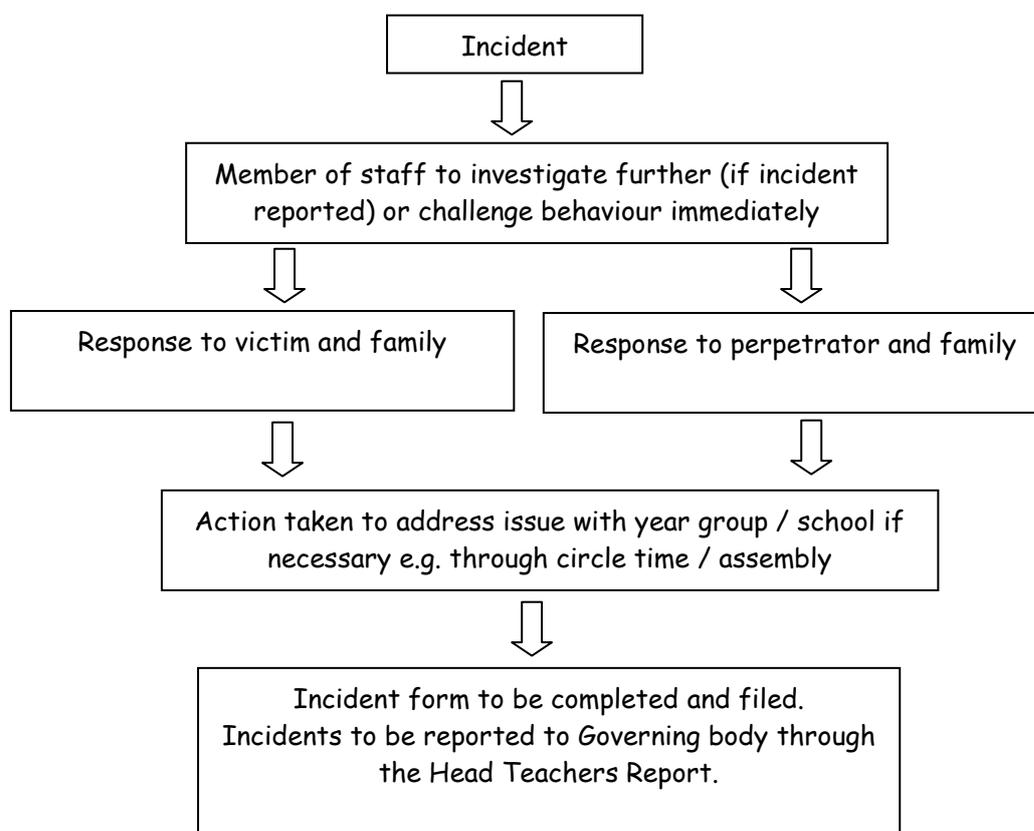
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;
- Provocative behaviour such as wearing discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully;
- 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 protected characteristics;

Responding to and reporting incidents

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, view dealing with incidents as vital to the well-being of the whole school. We report all serious homophobic, racist and disablist incidents to the Local Authority.

Our procedure for responding and reporting is outlined on the following page:



Consultation and involvement

The development of this plan and the actions within it has been informed by the input of staff, pupils and parents and Carers. We have achieved this by using the following to shape the plan:

- Meetings with Governors, Staff and Parents,
- Meetings with Pupil Voice,
- Feedback from Pupil Voice meetings, PSHE lessons and Pupil Questionnaires,
- Feedback from the Cocentra parent and pupil questionnaires,
- Parent, pupil, teacher consultations,
- Input from staff questionnaires and through staff meetings;
- Issues raised in Annual Reviews, Individual Education Plan Reviews and Pupil Mentoring Evaluations;
- Feedback from Governing Body meetings.

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 School Development Plan annually and review the entire plan and accompanying action plan on a two 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, FSM, EAL and SEN, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

This plan will be:

- Published on the school website;
- Referred to regularly in the school newsletter, assemblies, staff meetings and other communications;
- Available to staff and parents.



EQUALITY DUTIES ACTION PLAN 2012-2014

Objective	How will the impact of the objective be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
To hold a whole school Equalities Week in order to promote the ethos of Equality across the school	Pupil interviews Teacher's planning Parent feedback Observations Floor Book	Assistant Head teacher All staff	By end of Term 6 2012	The school's ethos on equality for all is promoted throughout the school community.
To update our E Safety Policy to ensure that it makes reference to Cyber Bullying	Pupil interviews E Safety lessons Planning ICT observations	Assistant Head teacher ICT Leader	By December 2012	Staff, parents and pupils are aware of the policy and know that the school recognises cyber bullying as an important issue.
To produce a pupil-friendly Anti-Bullying Policy and share with pupils	Pupil interviews Pupil Voice minutes	Assistant Head teacher Pupil Voice	By end of Term 6 2012	Staff, parents and pupils are aware of the policy.
To take part in the National Anti-Bullying Week each year	Assemblies Pupil interviews Floor book Planning	Assistant Head teacher PHSE Leader	November 2012- 2014	Staff, parents and pupils know the importance of recognising, reporting and challenging bullying.
To publish and promote our new Equality Plan through the school website, newsletter and staff meetings	Parent feedback Newsletters PDMs	Head teacher / designated member of staff	September 2012 onwards	Parents are aware of the Equality Plan.
To ensure that all our policies include equality perspectives	Policies are updated every two years	Assistant Head teacher Head teacher Governing body	By 2014	All school policies are updated to include equality perspectives.



EQUALITY DUTIES ACTION PLAN 2012-2014

Objective	How will the impact of the objective be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
To monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils	Achievement data Raise online pupil tracking IEP reviews	Head teacher Assistant Head teacher Assessment Leader	Three times per year	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity	Teacher planning Pupil voice meetings Irresistible curriculum	Multicultural Leader Class teachers Librarian	Ongoing	Continued increase in participation and confidence of targeted groups.
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in Pupil Voice/ Green Team, ANTS, Bistro Buddies, School Captains (by election or co-option), involvement in class assemblies, fund raising etc.	4 members of Pupil Voice and Green Team are co-opted each year to ensure diversity All pupil roles monitored by race, gender, disability	Assistant Head teacher PHSE leader All staff	Annually at start of each academic year	Diversity in pupils selected for Pupil Voice, Green Team, ANTS, Bistro Buddies and School Captains.
To identify, respond and report to any incidents of discrimination. Report any serious incidents to the Governing body/ Local Authority	Head Teacher reports to Governors	Assistant Head teacher Head teacher Governing body	To Governors three times per year. To LA whenever incident arises.	Teaching staff are aware of and respond to racist incidents. Serious incidents are reported and the school responds appropriately.



EQUALITY DUTIES ACTION PLAN 2012-2014

Objective	How will the impact of the objective be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
To develop a school policy on Induction for New EAL Arrivals	Policy EMAS feedback Parent feedback Progress of EAL pupils	Assistant Head teacher	By December 2012	EAL Pupils settle into school well and make progress. Parents feel welcomed into the school and are well supported.
To continue to promote the achievement of Black and Ethnic Minority Pupils through our School Achievement Plan developed with EMAS	Ethnic Minority Achievement Plan Pupil Tracking	Head teacher Assistant Head teacher Assessment Leader	Start of each academic year and during meetings during the year	School works with EMAS in order to carry out all sections of Ethnic Minority Achievement Plan. BME pupils continue to make good progress.

