

Equalities Plan

HENLEAZE



JUNIOR SCHOOL

Approved by:

Pupil progress and curriculum
committee

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1. Mission statement

At Henleaze Junior 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, age, gender, sexual orientation, disability, faith or religion, socio-economic background or being pregnant or undertaking maternity leave. 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 other protected characteristics 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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Aims

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 and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

3. 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](#).

4. 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, disability or other protected characteristics.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristics.

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, regardless of socio-economic background, race, gender, disability or other protected characteristics.

The governing body strives to ensure that no child is discriminated against whilst in our school on account of protected characteristics.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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, disability and other protected characteristics 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.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in **Appendix C**.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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 other protected characteristics 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, disability or other protected characteristics, 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.

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. 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.

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.

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.
- Robust policies and procedures for dealing with allegations of bullying or harassment.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Tackling discrimination

Harassment on account of race, gender, disability, sexual orientation or other protected characteristic is unacceptable and is not tolerated within the school environment.

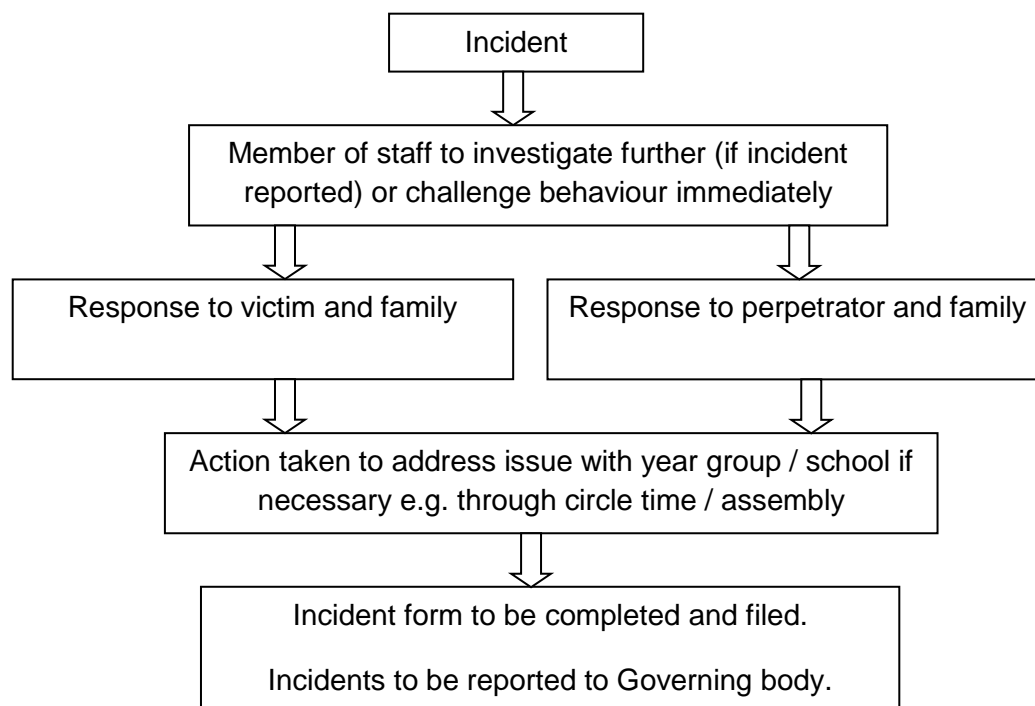
All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

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.

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.

The 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 Action Plan annually and review the entire plan and accompanying action plan on a four year cycle.

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 hard copies available on request.

Appendix A - 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.

Appendix B – HJS Equalities Action Plan

Objective	How will the objective be achieved?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
<p>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</p> <p>The four year review cycle requires the Equality Plan 2014-15 to be reviewed in 2018-19</p>	<p>Review Equality Plan to ensure it is compliant with latest legislation and accurately reflects the aims of the school.</p> <p>Set new Equality Action Plan objectives.</p> <p>Share with staff and parents.</p>	<p>Headteacher</p>	<p>December 2019</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays – shared through staff meeting / induction handbook / staff handbook</p> <p>Parents can access the Equality Plan on the website.</p>
<p>Equalities audit of curriculum</p> <p>The curriculum is undergoing a rolling programme of review following the introduction of the 2014 National Curriculum and in anticipation of the new Ofsted Framework September 2019</p>	<p>Each curriculum team to review schemes of work for impact on any protected characteristics.</p>	<p>Teaching staff</p>	<p>July 2020</p>	<p>Curriculum / subject policies amended if necessary.</p> <p>Heightened awareness of equalities in teachers' planning</p>

Objective	How will the objective be achieved?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
<p>Improve Governance of equalities issues</p> <p>Governors are expected to have first hand knowledge of the extent to which the school meets its equalities objectives and complies with equalities legislation</p>	<p>Arrange Learning Walks for Governors with focus on evidence of equality of expectation and opportunity</p> <p>Seek to recruit a governor with a background in community and cultural issues</p>	<p>Governors</p>	<p>January 2020</p>	<p>Governors will be able to cite evidence of equalities in action.</p> <p>Governors will be in a strong position to hold the school to account.</p>
<p>Ensure there is no difference in expectations or outcomes of children from any protected characteristic group</p> <p>Statistical analysis shows that some high prior achieving girls may not meet expectations for progress in Maths, and that some ethnic groups do not participate as fully in extra-curricular activities.</p>	<p>Pupil conferencing to be used to ascertain barriers to progress and address gaps in attainment</p> <p>Pupil progress targets and performance management process to be used to eliminate inadvertent bias on basis of gender</p> <p>Records of participation in clubs, performances and sporting events monitored by group characteristics and if necessary suitable additional events to be organised to engage all pupils</p>	<p>Teachers</p> <p>SMT</p> <p>Curriculum Teams</p>	<p>Ongoing</p>	<p>Gaps in attainment by gender will be reduced.</p> <p>Girls' and boys' attitudes and expectations of themselves will not limit their aspirations.</p> <p>Tracking will indicate some participation in clubs, performances and sports events for all pupils.</p>