

Horton CE VA Primary School

Equality & British Standards Plan July 2016

Horton CE VA Primary School is a church school where the core Christian values of forgiveness, compassion, honesty, and respect permeate throughout all aspects of school life. These are the values we teach and encourage the children to demonstrate and the values we expect to see demonstrated in all aspects of the wider school community.

Start Date	July 2016
Review Date	July 2020
Headteachers Signature	
Chair of Governors Signature	
Date ratified by Full Governing Body	

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
 - Does the curriculum include opportunities to understand the issues related to race, disability and gender and promote democracy, the rule of law, individual liberty mutual respect and tolerance of those of different faiths and beliefs?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community and do they support the British values? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Horton CE VA Primary School Promoting British Values and Equalities

1. **Mission statement**
2. **Mainstreaming equality and British values into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Action Plan**

1. Mission statement

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

Schools are now required to show that they are actively promoting British values. The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

We believe these values to be fundamental human values which we actively promote, alongside our other Christian values such as **respect** and **forgiveness**. Such values are the bedrock of how we believe primary pupils should be educated and permeates all aspects of school life. This foundation on which we build our education forms an integral foundation of all we do through implicit and explicit action and education.

2. Mainstreaming equality and British values into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity and promotes British values 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 behavior or prejudice; promoting mutual respect of others and a tolerance for different faiths.
- 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 and British values, which reflect on social stereotypes, expectations, the importance of democracy and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and in a small school, reflective of our pupils and proactive in support of the British values whilst being in keeping with the school's Christian ethos.

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 Horton CE VA 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 country.

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, age, 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

The action plan at the end of this Equality Plan outlines the actions Horton CE VA Primary School will take to meet current legislation.

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 a parent questionnaire and Parent Council meeting.
- Input from staff through staff meetings.
- Feedback from the school council.
- Feedback from PSHE/SEAL lessons on children's attitudes to self.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to both equal opportunities and the promotion of the British values 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 any of the protected characteristics under the equality act when applying for jobs at our school.
- The governors take all reasonable steps to ensure that the school environment is accessible as it can be to people with disabilities under the constraints of a difficult school layout and Victorian buildings.
- Governors 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 and British Values Plan and 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 part of the plan and understand the need to promote British values.
- 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 and considers the need to promote the British values when developing the curriculum, ensuring that respect for other people and equal opportunities permeate 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.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images and in addition will actively promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs
- 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 any of the protected characteristics under the equalities act 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, religion, 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

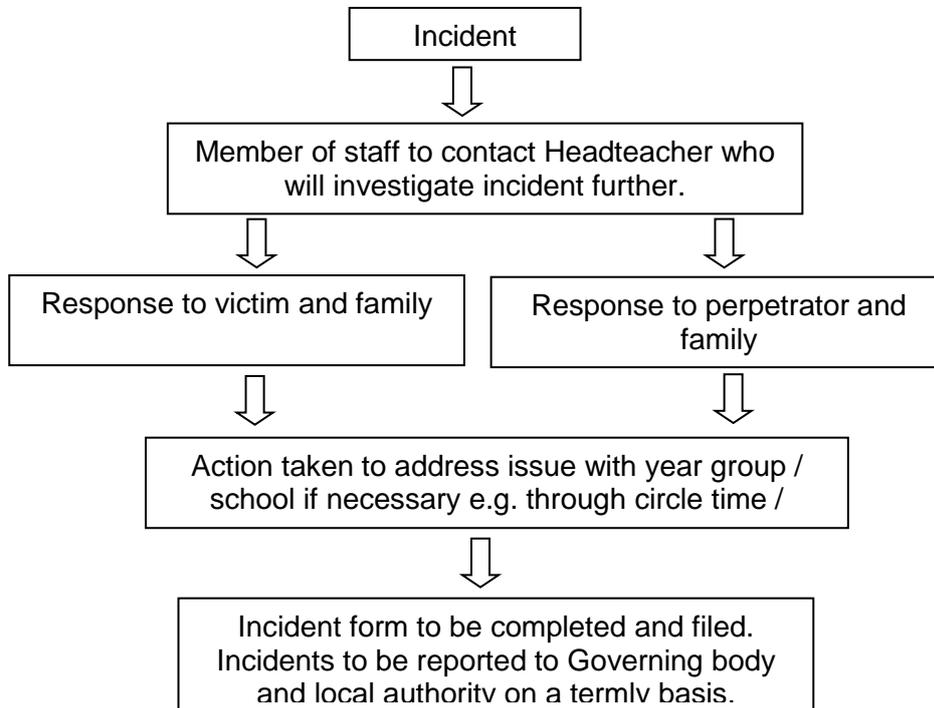
Types of discriminatory incidents that can occur are:

- 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, religions 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, religion, gender, disability or sexual orientation.
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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 incidents 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 and British values Plan annually and review the entire plan and accompanying action plan on a four 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 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.

Signed:

Date:

**Horton CE VA Primary school
ACTION PLAN**

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality and British values Plan through the school website and staff meetings.	Question about parent awareness of Equality Scheme placed in annual survey to parents.	Headteacher	From Sept 2016	Staff will be familiar with the principles of the Equality Plan and the British values and use them when planning lessons, creating class room displays and in assemblies. Parents are aware of the Equality and British values Plan
All	<i>Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Headteacher / Governing body</i>	<i>3 times a year, when assessments are collected and pupil reviews take place.</i>	<i>Analysis of teacher assessments / termly data will demonstrate the gap is narrowing for equality groups (however data can be misleading due to the size of cohorts)</i>
All	<i>Ensure when planning the yearly creative curriculum topics that positive role models and heroes which reflect diversity in terms of race, gender, religion and disability are incorporated. To also ensure that there are opportunities for the children to experience democracy (student council) and the importance of freedom of speech. Look at encouraging visitors into school in order to get the children thinking about some of these issues.(eg. Sports coach highlights sport with a disability)</i>	<i>Pupil conferencing to look at attitudes carried out annually.</i>	<i>All teaching staff</i>	<i>Sep 2016 then annually.</i>	<i>There will be a notable increase in pupils knowledge and understanding. Visitors that reflect race gender and disability will have been invited into school.</i>
All	<i>Ensure that one designated display in the school actively promotes diversity and the British values in terms of race, gender, religion and ethnicity throughout the year.</i>	<i>Monitor children's attitudes through PSHE/SEAL lessons.</i>	<i>Headteacher and PSHE Coordinators.</i>	<i>Ongoing</i>	<i>More diversity reflected in a school display.</i>
All	<i>To take part in annual events such as Black History Month, Deaf Awareness Week, Fair trade fortnight to</i>	<i>Monitor children's attitudes through PSHE/SEAL lessons.</i>	<i>Headteacher and PSHE</i>	<i>Ongoing</i>	<i>Children will have a better understanding of</i>

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
	raise awareness of issues around race, disability and gender.		<i>Coordinators.</i>		<i>the history of prejudice and the key figures who influenced change.</i>
<i>All</i>	Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships.	<i>Pupil conferencing with the children.</i>	<i>Headteacher</i>	<i>Ongoing</i>	<i>Global links will be created.</i>
<i>All</i>	<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>Member of staff leading on school council</i>	<i>Ongoing</i>	<i>Diversity in school council membership by mainly gender (No race or children with disabilities)</i>
Race Equality Duty	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: January, April, September	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	<i>Encouraging girls to take up sport outside the curriculum requirements through lots of afterschool club opportunities, some of which have positive gender role models ,eg female sports coach</i>	<i>Increased participation of girls in sports clubs and out of school sport activities</i>	<i>PE Coordinator</i>	<i>Sept 2016</i>	<i>More girls take up after-school sports clubs</i>
Disability Equality Duty	<i>Promote Governor vacancies with leaflets, specifically welcoming applications from disabled candidates. Identify and provide in at least one other accessible formats.</i>	<i>Monitoring of applications by disability to see if material was effective</i>	<i>Lead Governor on Special Educational Needs & Disabilities</i>	<i>ongoing</i>	<i>More applications from disabled candidates to be School Governors</i>
Community cohesion	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>PSHE and RE assessments</i>	<i>RE Coordinator</i>	<i>Ongoing</i>	<i>Increased awareness of different communities</i>

Appendix A

Examples of further actions you may want to include in your action plan to meet the general duties

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the annual report to parents on the effectiveness and success of its Equality Plan.