



Monkspath Junior and Infant School

Single Equality Scheme

At Monkspath 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 School's Single Equality Scheme (SES) and Action Plan covers a three-year period. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school including parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which ensures that we meet our responsibilities arising out of the public sector duties in an inclusive way.

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

Policy and Practice

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. Admissions to the school are coordinated by the Local Authority admissions team.

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.

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.

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

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

We will:

- Assess the impact of our policies on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from all ethnic backgrounds
- All racist incidents are recorded on My Concern. Staff deal with the incident in line with the School Behavioural Policy. The Governing Body monitors racist incidents termly.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

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

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

Accessibility Specific disability legislation exists with regard to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways
4. The School must ensure that disabled pupils do not receive less favourable treatment and to do this the School has a duty to make reasonable adjustments.

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.

We will actively seek to:

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

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.

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.

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 parent questionnaires and parents' evening
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, surveys
- Issues raised in annual reviews or reviews of progress on Inclusion Plans, mentoring and support
- Feedback at Governing body meetings

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 Governing Body 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 Governing Body 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

- It is the Head Teacher's role to implement the school's Equality Plan and is supported by the Governing Body in doing so
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The Head Teacher 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 Head Teacher 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 Head Teacher 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 Head Teacher
- Teachers support the work of ancillary or support staff 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 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 / Senior Leader where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the Governing Body 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.

All incidents should be recorded on 'My Concern'.

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.

This review by: Dan Wild and Sally Watson

Date of this review: January 2017

Date of review: January 2020

Action Plan

As detailed below

Single Equality Scheme Action Plan 2017-2020

Target	Strategy	Outcome	Responsibility	Time Frame
Publish and promote the Equality Plan through school website and other means within school. All staff aware of plan.	Update website. Communications to staff. Ensure access to information through website, school office, SENCO and teachers.	Staff and parents aware of Equality Scheme. Staff familiar with principles of Equality Plan.	SLT/ SENCO	Spring 2017
To continue to ensure full access to all areas of the school building and grounds.	Clear route through school, ensuring corridors have sufficient space to enable access. Ongoing maintenance of lift to ensure access to upper level of Family Centre.	All members of the school community have full access to the school building.	SLT, Office and site teams.	Ongoing.
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.	Achievement data analysed by race, gender and disability on a termly basis.	No achievement gaps between different pupil groups or actions put in place to reduce gaps where identified.	SLT	Termly
Ensure that the whole school curriculum promotes positive role models who reflect the school's diversity.	Role models selected carefully in curriculum topics (eg history, art, DT) as well as assemblies. Range of role models used, where applicable, in school displays.	Pupils aware of a diverse range of positive role models.	SLT, subject leaders, teachers.	Termly, ongoing in line with planning.

Target	Strategy	Outcome	Responsibility	Time Frame
Identify, respond to and report racist and other incidents which may be gender or disability based through relevant policy and procedures (eg bullying, dignity in the workplace policy).	All incidents identified. Incidents reported to SLT and recorded using 'My Concern'. Reported termly to Governing Body. Curriculum adapted to address and issues.	All incidents dealt with, having positive outcomes. Accurate and thorough records in place. Reduced number of incidents.	SLT	Ongoing
To celebrate cultural events throughout the year which reflect the diversity of the school population.	Through assemblies, RE, PSHE, other curriculum areas.	Staff, pupils and wider school community have a wider awareness of a range of cultural celebrations and events.	SLT, subject leaders, teachers.	Ongoing.
Ensure that all pupils are given the opportunity to make a contribution to school life (eg school council, participation in assemblies, ECO council, sports council, peer mentors).	Monitor make up of various 'councils'. Monitor wide representation in other activities.	Diverse range of pupils participating in and contributing to school life.	SLT, teachers	Ongoing.
Continue to audit staff knowledge, skills and expertise and ensure CPD is timely and appropriately pitched.	Audit staff CPD needs. Provide training to address specific areas and ensure that the needs of children with Special Educational Needs or Disabilities are met.	Staff have excellent knowledge and skills which enable high quality support for pupils and further improved outcomes.	SLT, SENCO	Ongoing
Ensure hearing and visual environment in classrooms is regularly monitored to support children with specific visual and hearing needs.	Support and advice from LA advisory teachers and SENCO. Termly sensory audit.	All children have access to an appropriate environment which enables them to learn effectively.	SENCO	Ongoing.

Target	Strategy	Outcome	Responsibility	Time Frame
To ensure that appropriate resources are provided to enable full access to the curriculum for all pupils.	Range of equipment available to meet needs (eg pencil grips, writing slopes, ICT, coloured paper or overlays etc). Staff aware of resources available and appropriately trained to make best use of them.	All children have full access to the curriculum. Full use made of access arrangements for end of Key Stage assessments.	SENCO, class teachers	Ongoing
All out of school activities are planned to ensure, where reasonable, there is participation of the full range of pupils.	Regular review and evaluation of activities.	All children have access to a range of out of school learning opportunities.	SLT, PE leader, SENCO	Termly
Classrooms are organised to promote participation and independence of all pupils.	Monitor layout and equipment in classrooms. Learning walks, lesson observations.	All pupils can participate fully in learning activities.	SLT, SENCO, teachers.	Ongoing