

**St James' CE VA Primary School
Equality Scheme
2017-2020**

***'You shall do no injustice in judgment; you shall not be partial to the poor nor defer to the great,
but you are to judge your neighbour fairly.'***

Leviticus 19:15

Version	1
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Full review	September 2020

Mission statement

We aim to provide an exceptional quality of education and a safe and happy learning environment to develop the full potential of every child through a caring Christian ethos which will enable them to make a positive contribution to the global community.

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 St James' CE VA Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Koinonia is one of our core Christian values and for us is exemplified in the coming together of our diverse school family.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, 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

This section deals with aspects of equal opportunities relating to staff at St James' 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 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

Equality and the law

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010.

The action plan at the end of this Equality Plan outlines the actions St James' CE VA Primary will take to meet the general duties detailed below.

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 our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

Disability

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

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 an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

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.

Under our general duty we will actively seek to:

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

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 parents through questionnaires, parents' evening, Structured Conversations, informal feedback mechanisms
- Input from staff surveys or through staff meetings / INSET
- Feedback from the Pupil Governors, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, 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 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 (or senior leader responsible for Equalities)

- It is the Head Teacher's role to implement the school's Equality Plan and s/he 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 / Head Teacher where necessary. All incidents are reported to the Head Teacher 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, 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

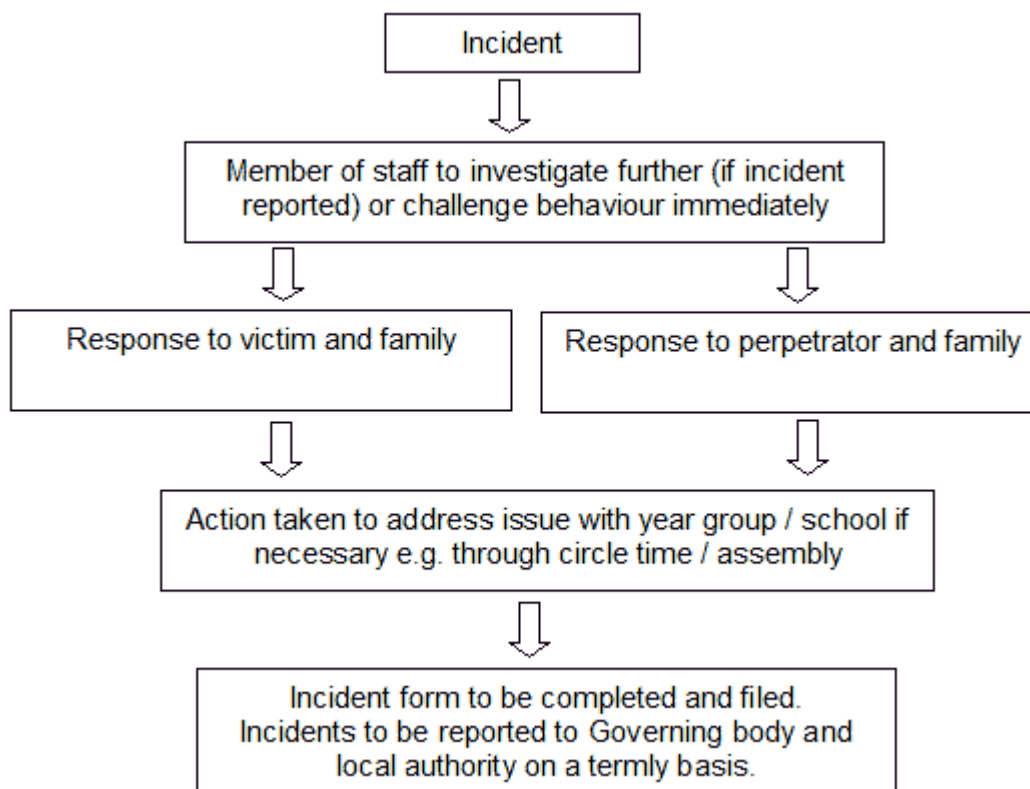
Types of discriminatory incidents that can occur are:

- 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.

Our procedure for responding and reporting incidents is outlined below:



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.

Publishing the plan

In order to meet the statutory requirements to publish an 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 sure hard copies are available

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 any 'Gifted and Talented' programmes (or similar), 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 Pupil Governors, leading 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, Pupil & Adult Governor activities, 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, as best as we are able 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

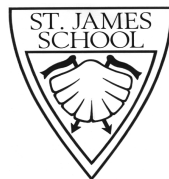
ELIMINATING DISCRIMINATION AND HARASSMENT

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 School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.



St James CE VA Lower School

Accessibility Plan 2016-2019

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of accessible information for disabled pupils

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan.

At St James CE VA Lower School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which are:

- To provide a safe, welcoming, friendly and caring school where individuals are valued for their own unique contribution and personality.
- To offer a curriculum that is relevant, broad and well balanced in line with current statutory requirements.
- To provide a stimulating, creative environment, in which children are encouraged to learn, develop skills and achieve their potential.
- To encourage an effective partnership between home and school where needs are assessed and ways found to meet these successfully within the school framework.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and children alike, where all feel able to speak openly and honestly about feelings and concerns.
- To develop aesthetic awareness, a delight and appreciation of the natural world and a concern for its safe keeping and conservation.
- To value and continue to strengthen links with local church so that all children may experience Christian worship and belief through services, assemblies and also through people prepared to share their faith with the children.
- To foster links with the local community, so that the school is seen as an integral part of village life.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the SEND Policy and School Offer. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

St James CE VA Lower School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the availability of accessible information for disabled pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Full revision of curriculum following NC changes Full review of SEND policy and School Offer Development of LSAs to deliver intervention activities	To refine differentiation within lessons for SEND learners Track progress of SEND pupils, leading to gaps closing Increase range of intervention programmes available for SEND learners and training for staff to deliver	Training for all staff Target Tracker tracking, gaps analysis, teachers using to develop planning ELKAN Speech & Language training, disseminate to support staff	SENDCo HT, SENDCo, Teachers NB	Summer/Autumn 2016 Begin Spring 2016 Spring/Summer 2016

Improve and maintain access to the physical environment	Ramps into each building	To ensure all learning spaces are 'communication friendly'	Develop redecoration programme, to take into account appropriate colour schemes & develop 'communication friendly spaces'	HT	Summer 2017
	Wheelchair accessible toilets	To become 'autistic friendly' school	Staff training for ASD, development of classrooms to reflect ASD best practice	SENDCo	Summer 2017
		Provide appropriate changing facilities to provide high quality intimate care	Develop EYFS Disabled access toilet so is more conducive to changing, thus allowing for dignity	EYFS Senior Teacher	Autumn 2016
		Clear identification of manhole covers/other potential hazards in playground	Yellow paint around key hazards/steps	Caretaker	Summer 2016
			Automatic doors in place		

		<p>Develop independent access around school for all learners</p> <p>Time Out space for children who require reduced stimulation</p> <p>To provide de-sensitized workspace for individual pupils & sloping desks to support fine motor skills</p>	<p>Locate space in school to develop 'sensory room'</p> <p>Purchase independent desks, sloping desks</p>	<p>HT</p> <p>HT, GB</p> <p>SENDCo</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Summer 2017</p>
<p>Improve the delivery of written information to pupils</p>	<p>Increased provision of ICT (laptops, LearnPads)</p> <p>Capability to enlarge/modify text where necessary</p>	<p>To develop touch typing skills</p>	<p>Purchase touch typing software and implement</p>	<p>SENDCo</p>	<p>Summer 2017</p>

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey environment However, steps exist in outdoor area.	As part of upcoming building work, consider what could be done to remove steps	2-tier working party	Sept 2018
Corridor access	Corridors are well lit. Doors are heavy – fire doors.	Review all doors and ensure finger guards in place	Caretaker	Summer 2016
Parking bays	No disabled parking bay in place; staff only car park. Should a member of staff require such access, this would be relatively simple to do.	None		
Entrances	Both entrances accessible by wheelchair. No signage to support visually impaired	Braille Signs for main & pedestrian entrance	Caretaker	Summer 2016
Ramps	See above			
Toilets	2x disabled toilets, although one in EYFS would be difficult for a non-EYFS wheelchair user, and the other is also used as male staff toilet	Consider other options for disabled/staff toilet provision	2-tier working party	Sept 2018
Reception area	Appropriate size & well lit. Insecure	Develop proposals for a security door feature	2-tier working party	Sept 2018

Internal signage	Not supportive for visually impaired	See above		
Emergency escape routes	These have not been recently reviewed. Fire Doors in Hall are vulnerable to being blocked due to inadequate storage	Storage needs full scale review	2-tier working party	Sept 2018

Appendix C 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?
- 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? 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?

Appendix D Protected characteristics: definitions

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he 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.

Gender reassignment

The process of transitioning from one gender to another.

Further guidance www.gires.org.uk/mglossary.php

Marriage and civil partnership

Marriage is defined as a 'legally or formally recognised union of two people as partners in a personal relationship'. Same-sex couples can have their relationships legally recognised as 'civil partnerships' or as a married couple. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it to be included in the definition.

Sex: A man or a woman.

Sexual orientation whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Appendix E Gender Equality Policy

This policy should be considered alongside our Mission Statement, Aims, Staff and Pupil Codes of Conduct, Equal Opportunities Policy and other relevant documents.

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Equality Duty. In compliance with the legislative framework, St James' CE VA Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*refer further: our school's Behaviour/Anti-Bullying policy*)

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to ensure that there is no discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy. In addition:

The school governors are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy, and in particular the employment implications of meeting the Duty.

The Headteacher works with Senior Leadership to ensure that –

- the Policy and any plans are implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Gender Equality policy and action plan

All staff have a responsibility to

- deal with incidents of sexual harassment or bullying;
- help eliminate unlawful discrimination;
- prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

We recognize that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still some discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

Single Sex Provision (where relevant)

There may be situations where we choose to educate boys and girls in their gender groups. An example of this may be during the Sex Education programme we offer, where it may be more appropriate to teach some elements to single sex groups. We will make this decision based upon our knowledge of the children and what will be in their best interests from our professional point of view. Otherwise, children will be taught in mixed sex groups at all other times.

Breaches of the Gender Equality Policy

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

We will continue, as outlined in our action plan, to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

Monitoring, review and evaluation

Evaluation and review of this scheme will be carried out in line with our school improvement plan.

The work identified in this scheme will be included in our school improvement plan.

Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

This scheme will monitor by gender in a range of areas including:

- pupil achievement
- exclusions
- recruitment, retention and career development of staff
- participation

Reporting on progress

This scheme will be reviewed annually and the main findings will be reported to the full governing body.

Policy Date:	November 2017
Approved by FGB:	December 2017
Next Review Date:	By November 2018

Appendix F Race Equality Policy

This policy sets out how St James' CE VA Primary School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our Equality Scheme and also relates to Bedford Borough Council's procedure for reporting racist incidents involving pupils in schools.

We are committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

We will achieve these by:

- preparing pupils for life in a diverse society and world
- respecting and valuing linguistic, cultural and religious diversity in the (wider) community
- develop pupils' sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities
- ensuring that an inclusive ethos is established and maintained
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination
- making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued
- ensuring that issues related to racism and racial equality are recognised across all areas of school activity
- ensuring that racial equality is an integral part of all planning and decision making within the school.

Roles and Responsibilities

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff and the governors.

Governors

The governing body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented. We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

Head Teacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

Staff

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English

is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

Contractors and Other Service Providers

Visitors and contractors will be made aware of and expected to comply with the school's race equality policy.

Implementing this Race Equality Policy

We will ensure that the principles and procedures above feature in all policies and practices especially:

- pupils' progress, attainment and assessment, including ethnic monitoring.
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities.

The School will review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable

The Head Teacher will be responsible for producing the school's action plan for approval by the governing body. The Governing Body will be responsible for monitoring the policy through the action plan. The race equality action plan will form part of the school development/improvement Plan.

The Governors will monitor and evaluate this action plan annually.

Curriculum and other subject leaders should refer to this policy in their personal action plans and priorities for action areas that come under their responsibilities in this and future years.

Monitoring and Assessing Policy Impact

The School has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the School's senior staff and reported to the Governing Body.

Through supervision of staff, consultation with parents and the local community, the school will assess the impact of its race equality policy and other policies on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils. Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including certificates of achievement, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum and the EYFS Statutory Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- 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;
- provide educational visits and extracurricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

Staffing Recruitment, Training and Professional Development

The school may be required to supply the LA with employment data related to racial groups employed within the school, and will do so on request. Similar data may also be provided to DfE through the Workforce Census.

The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Parents and Community Partnership

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion meetings. Parents are also welcome to make an appointment at any other time during the term if they have concerns. Mid-year and end of year written reports are issued in the Spring and Summer terms.

Parents are invited to help with school trips and their help is greatly valued. Membership of the PSA is encouraged.

Reporting on progress

This scheme will be reviewed annually and the main findings will be reported to the full governing body.

Policy Date:	November 2017
Approved by FGB:	December 2017
Next Review Date:	By November 2020

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility	Timeframe	Early success indicators
All	Publish and promote the Equality Scheme through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings.	Question about parent awareness of Equality Scheme in annual survey Staff /governor questionnaires	Governors	Scheme approved by Governors by Dec 2017 . Published on website by Jan 2018 Parents made aware in January newsletter Staff made aware Jan INSET	Staff are familiar with the principles of the Equality Scheme and use them when planning lessons, creating class room displays Parents are aware of the Equality Scheme
All	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	Headteacher / Governing body	December April July	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	All staff, through curriculum planning	On-going	Notable increase in participation and confidence of targeted groups

All	Recognise and represent the talents of disabled pupils in 'Gifted and Talented' programmes (or similar), and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Most able groups monitored by race, gender and disability	Head Teacher, Subject leaders	On-going	Analysis of the most able groups reflects the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	All subject leaders, class teachers	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through class assemblies, fund raising etc.	Pupil Voice representation monitored by race, gender, disability	Head Teacher, Governors	On-going	Pupil Voice reflects school community
All	To improve the achievement of children from low income and disadvantaged families including Pupil Premium children	<ul style="list-style-type: none"> • Track children carefully • Plan effective quality first teaching • Introduce pre learning tasks and specific interventions • Enrich curriculum through visits/visitors and experiences 	Head Teacher SLT Governors A4A lead	On-going	Tracking data Intervention Summaries Pupil Premium Trackers Case Studies
Race Equality	To improve the provision for children for whom English is an additional language	<ul style="list-style-type: none"> • Identify barriers to learning 	SENDCo	On-going	Tracking Data

		<ul style="list-style-type: none"> • Look at best practice in other schools • Utilise expertise of all staff to support children • Provide resources and appropriate support 			
Race Equality	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	Use the data to assess the impact of the school's response to incidents	Head Teacher / Governing body	Reporting: Autumn, Spring and Summer terms	Teaching staff are aware of and respond to racist incidents
Race Equality	Ensure all newly arrived pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in class assemblies, school council elections, fund raising etc.	Pupil Voice/involvement monitored by race, gender, disability	All staff Governors	On-going	Newly arrived pupils quickly and effectively involved
Gender Equality	Encourage girls' involvement in traditional 'male' sports, eg rugby, football	Range of clubs offered, girls specifically encouraged	PE subject leader	2017-2018	Increased girls involvement
Disability Equality	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	As needed	More applications from disabled candidates to be School Governors

Disability Equality	To improve the achievement of children with SEN	<ul style="list-style-type: none"> • Track children carefully • Plan effective quality first teaching • Staff training into effective teaching of SEN • children • Provide interventions/resources 	SENDCo SEND Governor	Termly analysis – Dec, March, July	Tracking Data IEPs Intervention Summaries
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Lesson observations Assembly observations	RE/PSHE coordinator	Ongoing	Increased awareness of different communities shown in PSHE assessments