

Inspiring each other to achieve success



Congerstone Primary School

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Equality

Public Sector Equality Duty and Accessibility Plan

Adopted from: **School Policy**
Policy to be reviewed: **Annually**
Last reviewed: **Sept 17, June 18 May 19, May 2020**
Date of next review: **May 2021**

Signed: Date:
Chair of Governors

Name:

Signed: Date:
Headteacher

PUBLIC SECTOR EQUALITY DUTY

Congerstone Primary School has an obligation under the Equality Act of 2010 as an employer and a school which carries out a public function and service. Compliance with the Public Sector Equality Duty by 31st December 2011 is a legal requirement and requires schools to integrate and include consideration of Equality into day to day routines at Congerstone Primary School.

As set out in The Equality Act 2010, schools must exercise their functions and have due regard to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relationships between people who share a protected characteristic and those who do not.
4. Carefully consider the following areas: • The Equality Act 2010 • Protected Characteristics • Discrimination • Harassment • Victimisation • Admissions of Students • Exclusions of Students • Safeguarding and Bullying
5. The protected characteristics for schools’ provisions are:

Age*	Pregnancy and maternity
Disability	Race
Gender reassignment	Religion or belief
Marriage and civil partnership**	Sex
	Sexual orientation
For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff.	
Marriage and civil partnership** are also protected characteristics but only in relation to employment	

Overview

At Congerstone Primary School, we are committed to ensuring all staff, pupils, governors, parents and carers feel safe from victimisation, harassment and discrimination; feel treated with equal status in line with the Public Sector Equality Act. It is the expectation that all pupils who leave Congerstone in Year 6 will have a balanced view of society and its differences and be an advocate for equality, so that all those connected to our school feel proud of their identity and able to participate as fully as possible in all aspects of school life.

Equality in Policy and Practice

As well as the specific actions set out in this plan, school operates equality of opportunity in its day-to-day practice in the following ways.

- makes reasonable adjustments to accommodate difference and promote equality.
- ensures no-one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics
- investigates any form of discrimination, harassment or victimisation by, or to, any pupils or member of staff at Congerstone Primary School and, when necessary, responds promptly and effectively to any incidents

1. Teaching and Learning

To provide all our pupils with opportunities to succeed and to fulfil their potential we:

- Acknowledge the expectation that British Values (Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs) will be routinely emphasised as part of school life, both inside and outside the classroom.
- Ensure all pupils have equal access to an appropriate, relevant and differentiated curriculum.
- View diversity positively and as a strength to be respected and celebrated by all those who learn, teach and visit at Congerstone Primary School.
- Promote equality of opportunity by ensuring that teaching and learning promote equality, celebrate diversity and promote community cohesion by fostering good relations both within school and the wider community.
- Actively aim to broaden the horizons of our pupils through curriculum and extracurricular experiences, in order that they may better recognise, appreciate and respect the wider world beyond our school and their own cultures
- Monitor the achievement of all pupils use this data when necessary to; ensure inclusive teaching, support pupils and raise standards

2. Admissions and Exclusions

- The School adopts in their entirety the Local Authority School Admissions Policy, itself wholly compliant with English law. Admissions arrangements do not discriminate on race, gender, or disability grounds.
- An exclusion will only happen strictly in accordance with the school Behaviour and Discipline Policy and National guidance on the exclusion of pupils. School Governors will be informed promptly of a pupil exclusion and monitor exclusion data to ensure compliance with all statutory obligations.

3. Equal Opportunities for Staff

As an employer, we have an obligation to address any discrimination in the workplace and to be scrupulous in promoting equality of opportunity for all groups in our workforce.

Actions to ensure this commitment is met include:

- Appoint staff and make promotions on the basis of merit and ability and in compliance with the law.
- Use recruitment activities, which comply fully with all Equal Opportunities legislation
- Promote posts and provision of further professional training on the basis of objective criteria relating to school need and individual aptitude
- Encourage the recruitment of disabled people to school in appropriate roles and support them in their work and career development
- Recruit the best candidates to the school workforce, irrespective of any protected characteristics
- Recruit to the Governing body, through due process, the best candidates, irrespective of any protected characteristics
- Apply all statutory and school grievance protocols and procedures in a fair, timely and transparent manner.
- Governors monitor all aspects of recruitment and professional advancement

4. Eliminating discrimination and harassment

The school will:

- Prioritise and apply best practice in anti-bullying, including equality perspectives
- Expect all staff, teaching and non-teaching, to view dealing with incidents as vital to the well-being of the whole school.
- Expect all school staff to challenge and address any issues bullying and harassment, including that originating in discriminatory attitudes
- Keep a record and report these incidents to the headteacher
- Expect the headteacher to consider if the incident is perceived as discriminatory and will report any discriminatory incidents to the governing body on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

Types of discriminatory incident

Types of discriminatory incidents that may occur are:

- Physical assault against a person or group because of a protected characteristic
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or otherwise discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or otherwise discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to a protected characteristic
- 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 a protected characteristic

There are occasions where pupils unknowingly stray into behaviours that maybe perceived as discriminatory (e.g. young children using words or actions the meaning of which is not clear to them). Such situations need to be dealt with reasonably and sensitively. The decision on whether to address such events as actually discriminatory is for the Head Teacher who is accountable in this to the Governors. Incidents not judged as discriminatory nevertheless need to be recorded but need not be formally reported.

5. Monitoring impact

It is a requirement that the development of this plan and actions within it have been informed by the input of staff, governors, pupils and parents/carers. We have achieved this by using the following to shape the plan:

- Feedback from parental consultation e.g through parental questionnaires
- Input from staff surveys or through staff meetings

- Pupil feedback from the School Council, PSHE lessons and other curriculum activities
- Issues raised in SEN Annual Reviews or reviews of progress on EHCPs, Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.
- 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 annual cycle.

Appendix A Roles and Responsibilities

The role of governors

- Set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that school is fully inclusive to pupils, and responsive to their needs based on race, gender, disability, religion or belief.
- Seek to ensure people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, religion or belief.
- Take all reasonable steps to ensure the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications from all children to join school, regardless of any protected characteristics
- Ensure no child is discriminated against whilst in our school on account of any protected characteristics

The role of the Head Teacher (Deputy Headteacher in Headteacher absence)

- Implement the school's Equality Plan and she is supported by the governing body in doing so.
- Ensure all staff are aware of the Equality Plan, and that staff apply these guidelines fairly in all situations.
- Ensure all appointments panels give due regard to this plan, so that no one is discriminated against with regard to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Respond to all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and acts on these in a timely manner.
- Monitor incidents that are logged via CPOMs, take appropriate actions including reporting to Governors

The role of all staff: teaching and non-teaching

- Ensure all pupils are treated fairly, equally and with respect, and to maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Record other behaviours which maybe deemed to be less serious, but require logging and alert the Headteacher to these via CPOMs
- Support each other and encourage them to intervene in a positive way against any discriminatory incidents.

CONGERSTONE PRIMARY SCHOOL DISCRIMINATORY INCIDENT LOG	
Child's name :	Date and time of incident:
Child's class:	Person reporting incident:
Description of the incident/behaviour:	
<p>Types of discriminatory incident Types of discriminatory incidents that may occur are:</p> <ol style="list-style-type: none"> 1. Physical assault against a person or group because of a protected characteristic 2. Use of derogatory names, insults and jokes; 3. Racist, sexist, homophobic or otherwise discriminatory graffiti; 4. Provocative behaviour such as wearing racist, sexist, homophobic or otherwise discriminatory badges or insignia; 5. Bringing discriminatory material into school; 6. Verbal abuse and threats; 7. Incitement of others to discriminate or bully due to a protected characteristic 8. Discriminatory comments in the course of discussion; 9. Attempts to recruit others to discriminatory organisations and groups; 10. Ridicule of an individual for difference e.g. food, music, religion, dress etc; 11. Refusal to co-operate with other people on grounds of a protected characteristic 	<p>When incident took place</p> <ol style="list-style-type: none"> a. Before school b. Morning lessons c. Break time d. Lunchtime e. Afternoon lessons f. Home time g. After school
Action taken to resolve matters	
Pupil to give verbal account,	
Pupil to write account,	
Sanctions,	
Mediation between pupils,	
Apologies,	
First Aid needed,	
Headteacher informed,	
Parents informed	
Additional information	

NB Parents have an entitlement to view report/incident logs, should they wish to do so.

PUBLIC SECTOR EQUALITY DUTY PLAN

In order to meet the statutory requirements of the Public Sector Equality Duty Plan we will:

- publish our plan on the school website
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- ensure hard copies are available from the School Office

Proposed Equality Objectives for Congerstone Primary School; 2020-2021

Eliminating discrimination and other conduct that is prohibited by this act			
Action	By whom	When	Expected Outcomes
Track all aspects of achievement and attainment for different groups of children, Work with parents to maximise attainment and attendance, where required	SENCO + Headteacher	Ongoing	Progress for all groups is maximised through excellent challenge and support in school, including intervention where required. Attendance of all groups is monitored and maximised Parents work actively with school to maximise attainment and attendance
Use PSHE lessons and assemblies to reinforce school ethos of equality, tolerance and understanding of all people, including recognition/awareness of some national events/campaigns	All staff	Ongoing	All children continue to develop their levels of tolerance and understanding of disability, gender, all cultures and races. (and other protected characteristics where appropriate
Ensure PE is equally accessible and promoted to all Monitor extra-curriculum participation is representative of all.	Monitored by all staff	Ongoing	All children have equal access and promotion to all areas of the PE curriculum and the extended curriculum including before and after school clubs.
Ensure RE is accessible and promotes all faiths/cultures	Headteacher		All groups develop positive views about all faiths and cultures
Recognise and celebrate achievements of all children Promote an inclusive approach to contributing to school life. E.g school council			School celebrations of achievements reflect the diversity in our school School council represents the diversity of our school
Monitor incidents relating to bullying, racism and gender. Report any incidents to the governing body LA and as necessary.	Headteacher	Ongoing	All children have excellent awareness of disability inclusion, racial tolerance and understanding of gender Staff promote excellent awareness of disability inclusion, racial tolerance and understanding of gender
Ensure persons with any disability, from different cultures and races, gender are portrayed in a positive light throughout school	All Staff	Ongoing	Displays and work in school portray persons with disabilities, from different race/cultures and gender in a positive and varied light
Ensure access to every physical area of school is appropriate for all persons regardless of any disability Ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken	Governing Body + Headteacher	Ongoing	Health and safety governor annual inspection / School survey conducted by LA Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.
Monitor pupil views relating to cultural awareness All staff are aware of their responsibilities under Prevent	RE, PSHE and Headteacher	Ongoing	Persons of different cultures/race feel they have the right to state issues they may have Staff are aware and carry out their duty
Ensure school uniform list provides scope for all children	Headteacher	On going	Children have choice about school uniform, so that it is appropriate and comfortable for all children
Ensure all positions advertised are open to all suitably qualified people. Including supply teachers	Governing Body + Headteacher	On going	All applications are considered on merit All staff are paid at the correct pay scale Choice of teachers is based on relationships with children, ability to follow school discipline code and teaching ability
Work experience students/volunteers are encouraged from all students depending on their capacity to support the school and the children	Headteacher	On going	All students/visitors receive appropriate mentor support
Ensure educational psychologists/hearing support / support workers etc. are welcome in our school.	Headteacher SEND co Teachers		To ensure all children have access to appropriate support.
Ensure school is well governed and welcomes all governors on a basis of the skills they offer			The governing body includes the skills required for an effective governing body
Ensure accessibility of communication where reasonably practicable alternatives should be requested	Headteacher governors	ongoing	School ensures that reasonable requests are met

