



## Equality Plan

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## Rationale

At our school, we believe that all children and adults should receive equality of opportunity regardless of social background, age, disability, race, religion, faith or belief, gender identification/transgender, sexual orientation, pregnancy and maternity, marriage and civil partnerships.

We recognise our duty to promote equality of opportunity for boys and girls, men and women and between disabled and other people. We also acknowledge our responsibility to promote good relations between people of different races, religions and nationalities. We aim to respect all people.

To achieve this we will:-

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics between people who share protected characteristics and people who do not share them.

## Protected Characteristics

The principle of equality applies to all groups and individuals. However, the Public Sector Equality Duty (PSED) identifies nine protected characteristics. As a school, we will not intentionally discriminate against, harass or victimise a pupil or potential pupil, parent or member of staff in any of these groups.

The nine protected characteristics are:-

- Age (applies to adults not pupils)
- Disability
- Race (including Gypsy and Roma Traveller Groups)
- Religion, faith or belief
- Gender
- Gender identification/transgender
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership

## Our Equality Objectives

- To create an environment that promotes equality and challenges prejudice
- To treat all members of the school community with respect
- To respect and value different faiths and belief systems
- To value diversity and difference
- To promote within each pupil a positive self image that generates self confidence and the ability to tackle new experiences

- To encourage all members of the school community to strive to achieve their full potential
- To target support and challenge any underachieving group

### Implementation

We will achieve our objectives through the implementation of this equality plan. The following strategies will be applied consistently to promote equality:-

- All pupils will have equal opportunity to access the curriculum and extra curricular activities provided by the school. Children with special needs will receive a specific curriculum that is modified to meet their needs but this will remain broad and balanced
- The school building, teaching and learning resources and play equipment will be modified to ensure they are accessible to all pupils, to staff and to parents
- The school will prepare an accessibility plan which will be reviewed annually
- No child will be excluded from an activity because of cost
- All pupils will be treated the same with regard to rules, behaviour and sanctions
- Resources will be selected to avoid bias and to promote positive role models and images for pupils
- Bias or negative attitudes in literature, art or on film will be discussed with pupils
- Discrimination or harassment of any kind will be challenged and eliminated
- Role-play, particularly in the early years, will be designed to present varied opportunities to promote positive attitudes
- School teams will be selected on the basis of ability not gender and friendly matches will be arranged to allow all members of a team or club to represent the school
- Monitors will be chosen on a rota basis so that all pupils have an opportunity to take responsibility
- Groupings both in and out of the classroom will not normally be made on the basis of gender
- The progress of all children will be monitored carefully and the progress of pupils in different ethnic groups, with English as an additional language, of different genders in receipt of pupil premium funding or with special educational needs or disabilities will be tracked and closely analysed to ensure they are not disadvantaged
- Our recruitment process for all posts will ensure we do not discriminate against any candidate

## Dealing With Issues

Where issues of prejudice arise, the following procedure will be applied:-

- Individual pupils will discuss the problem in a quiet sensitive way with their Teacher or the Head Teacher. Alternative behaviour choices and attitudes will be considered
- A group of whole class may explore an issue and find appropriate resolution within PHSE as a circle time discussion
- If an issue continues to be a cause for concern parents will be informed and the school's Behaviour Policy will be followed

## Parental Support

This policy will be included in the school website and drawn to the attention of all new parents in the expectation that they will support it.

## Monitoring and Evaluation

Teachers will monitor the attitudes, involvement and achievements of all of the pupils within their class regularly and identify any cause for concern. The Head Teacher and each Teacher will compare the achievements and track the progress of different ethnic groups and both genders to ensure quality of opportunity is being achieved. Governors will monitor the progress of all groups of learners.

Any racist or homophobic incident will be logged and reported as required to the Local Authority.

Pupil and Curriculum Governors will review progress of the plan at least annually.

This plan should be read in conjunction with the schools policies on Inclusion, SEND, Behaviour, Anti-Bullying, English as an Additional Language and Racial Equality.