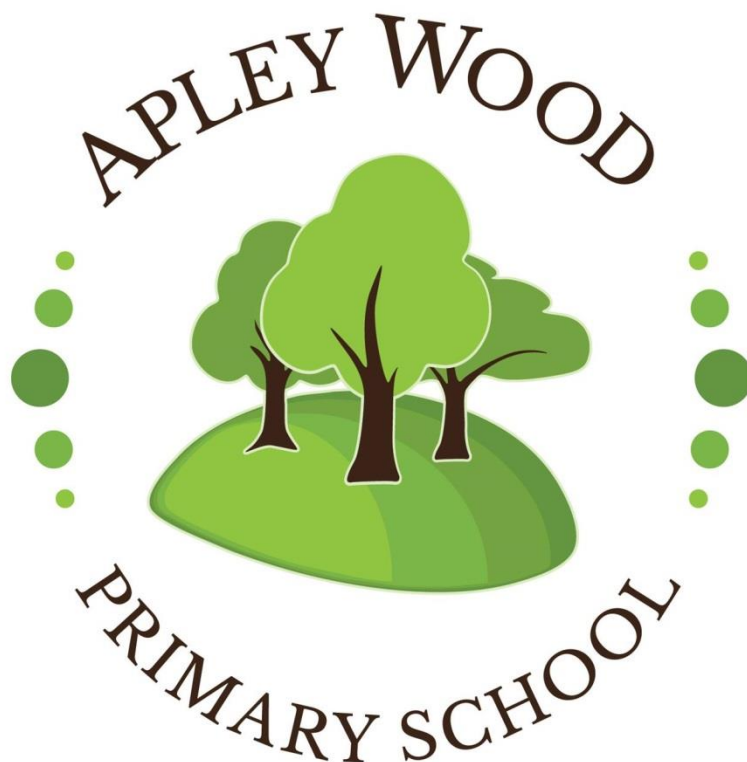


EQUALITIES SCHEME



2022 - 2023

Senior Member of Staff Responsible	Head teacher
Designated members of staff	Yvonne Thorpe - Deputy Headteacher/SENCo
Governor Responsible	
Review Date	Reviewed May 2018/Jan 2019/ Jan 2020/ January 2021 Review date January 2022 Review date January 2023

This Equalities Scheme encompasses the legal requirements and duties for schools relating to the following:

1. Equal Opportunities
2. Racial Equality
3. Gender Equality

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics.) This means that schools cannot discriminate against pupils or treat them less favourable because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act requires all organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The general duty requires us to have due regard to the need to:

- eliminate unlawful discrimination; harassment and victimisation
- promote equality of opportunity;
- Foster good relations between people of different groups.

The specific duty requires us to:

- publish information to show their compliance with the Equality Duty, at least annually; and set and publish equality objectives, at least every four years

This policy reflects the general and specific duties on schools as detailed in the Equality Act 2010. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities, Inclusion and Special Educational Needs.

Equal Opportunities

Introduction – The Context of the School

Apley Wood is a primary school situated in Apley, on the northern edge of Telford. The school was opened in 1990 in an area of economic growth which led to the extension of the school in 2003/04 to accommodate the demand in places. The school is becoming surrounded by new housing developments.

We are committed to promoting understanding of the principles and practices of equality and justice. Our school values the individuality of all of our children. We are committed to giving each pupil every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

“Behaviour around school is good. School rules are prominently displayed and these reinforce respect and tolerance of others.” (Inspection report, 2013).

“Pupils from all backgrounds and cultures mix happily together at playtimes and appreciate each other’s views. Links with schools in other countries ensure that pupils have a good understanding of other cultures and those who have different beliefs and practices.” (Inspection report 2013)

AIMS AND VALUES

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles:

- Discrimination on the basis of colour, religion, culture, origin, sex or ability is not acceptable
- Promoting racial equality, good race relations and challenging racial discrimination
- Ensuring that school is a place where everyone feels welcome and able to achieve their full potential
- The primary objective of this school will be to educate, develop and prepare all pupils for life whatever their sex, origin, class, religion culture or ability
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals
- Every pupil should be helped to develop a sense of personal and cultural identity, in which they are confident and open-minded, and that is receptive and respectful towards other identities
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain’s multi-ethnic society and in the wider context of an interdependent world
- To achieve an environment in which the varied experiences of the community can enrich the life of the school.
- To protect the rights of all pupils, parents, staff and visitors to school
- To acknowledge the existence of racism and being proactive in tackling and eliminating racial discrimination

EQUALITY OBJECTIVES

- **To close the gap between all pupils and Pupil Premium Grant (PPG) pupils in all subjects.**
- **To ensure that there is no gender gap in terms of achievement.**
- **To improve attainment in phonics for Pupil Premium Grant (PPG) pupils.**
- **To raise awareness of Social, Moral, Spiritual and Cultural (SMSC) teaching across school for all stakeholders.**

LEADERSHIP AND MANAGEMENT

All members of the school community have a responsibility to comply with this policy and its procedures and to behave in a manner which respects and values the diversity of all individuals within the school.

The Governing Body is responsible for:

- Ensuring that the school fulfils its legal responsibilities to comply with this policy and its related procedures and that strategies are implemented, monitored and reviewed.

The Headteacher is responsible for ensuring that:

- This policy is communicated and made readily available to staff, parents and guardians
- The policy is implemented
- Staff are aware of their responsibilities
- Appropriate action is taken in any cases of unlawful discrimination
- Appropriate training and support is given to staff where necessary

All staff are expected to:

- Deal with racist incidents that may occur
- Be able to recognise and tackle bias and stereotyping
- Promote equal opportunities and good race relations
- Incorporate principles of race equality and diversity into all aspects of their work
- Provide appropriate support to pupils in their class for whom English is an Additional Language (EAL).

Statements of Inclusion

Multi-cultural

It is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures

Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations
- To work towards the eradication of sexual stereotyping

When evaluating our practice we will use the following types of questions.

- 1) Are all children able to try out new roles in play and learning activities?
- 2) Are all classroom tasks shared equally between girls and boys?
- 3) Do all children get an equal chance to use equipment and resources?
- 4) Do all our displays and teaching aids present a non-sexist attitude?
- 5) Are our responses to bad behaviour the same to both girls and boys?
- 6) Are men and women from other cultures presented in a non stereotypical way?
- 7) Do all children have equal access to playground space and other play facilities?

Race

It is our school policy:

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race
- To challenge racism in the context of a caring school community

In order to fulfil the above, the following types of behaviour will not be tolerated:

- 1) Provocative behaviour, i.e. wearing of any racist badge or insignia
- 2) The use of verbal abuse or name calling of a racist nature
- 3) The encouragement of others to behave in a racist manner
- 4) The ridiculing of an individual for cultural differences
- 5) The telling of racist jokes or stories
- 6) The exclusion of others because of their culture, ethnicity or race

Religion

It is our school policy:

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their religion.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- 1) The ridiculing of an individual for religious differences
- 2) The exclusion of others because of their religion.

Ability

It is our policy;

- To recognise good effort and attitudes regardless of academic achievement
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements
- To value all efforts and achievements of children in all areas of the curriculum

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Class

It is our policy:

- That children should not be treated in any way differently because of an assumed social class
- That assumptions will not be made as regards class difference.

Disability (Physical, Mental & Sensory)

It is our school policy that:

- Provision should be made for the individual special needs of any disabled children within our school community
- A disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

Implementation

The school will implement the policy:

- by drawing together an action plan for inclusion in school. This will be included and reviewed in the School Development Plan;
- by opening up to the whole school a discussion about equality and how it needs to underpin all aspects of school life;
- by providing appropriate training for staff and Governors;
- by ensuring that the whole school community is aware of and understands the need to promote race equality, develop good race relations and challenge discrimination;
- by monitoring, reviewing and evaluating the effectiveness of this policy on a regular basis.

Policy Planning and Review

Policy planning

The school will ensure that:

- ethnic monitoring data is used to
 - ⇒ monitor the attainment and progress of pupils,
 - ⇒ set targets for removing any identified disparities between different groups of pupils, and
 - ⇒ celebrate strengths with different subject areas;
- ethnic monitoring data on admissions, attendance, residential experiences and other extra-curricular activities will be used to inform planning and decision-making.

Admissions and Attendance

School admissions are the responsibility of the LAs admissions team who ensure that:

- admissions policy and criteria do not disadvantage pupils from particular racial groups and that action will be taken to remove any inequalities that are identified;
- comprehensive information about the pupil's ethnicity, first language, and religion and Special Educational Needs and Disabilities (SEND) will be included in all admission forms;
- parents/guardians are aware of their responsibilities in relation to pupil attendance and absence as indicated in the Home School Agreement and School Prospectus;
- staff who follow up absence are aware of and sensitive to relevant community issues;
- provision will be made for leave of absence for religious observance and this includes staff as well as pupils. Pupils attending religious ceremonies in their own country will complete forms relevant to the situation as specified in the Extended Absence Policy

Curriculum

The school will ensure that:

- the curriculum is planned to incorporate the principals of racial equality, challenge racism and promote positive attitudes towards diversity;
- all pupils have access to the curriculum; delivered through Character Education lessons and assemblies.
- resources and displays portray positive images of different people, genders and cultures;
- extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Attainment, Progress and Assessment

The school:

- has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards;
- will ensure that pupil attainment and progress is monitored by ethnicity and gender and evaluated to identify trends and patterns of achievement;
- will take action to remove any disparities in performance between different groups of pupils;
- recognises and values all forms of achievement, and gives recognition to children who achieve their full potential;
- will monitor procedures, processes and tools for assessment to ensure that they are, as far as possible, free of cultural or linguistic bias;

- will ensure that all SEND and EAL learners are appropriately supported in the assessment process and that particular attention will be paid to identifying and meeting any support needs.

Racial Equality

Racism, Racial Harassment and School Ethos

The school:

- opposes all forms of racism, racial prejudice, racial harassment and racial discrimination, including the use of power to intimidate others through verbal or physical abuse, name calling, exclusion from groups and games, damaging or stealing property, unwanted looks or comments, "jokes", note passing, distribution of offensive literature and graffiti;
- publicly values and supports diversity through a range of activities including the Character Education curriculum, assemblies and performances;
- caters for the dietary and dress requirements of different religious groups and enables pupils to observe festivals and events relating to their faith;
- will actively promote good personal and community relations by fostering a positive atmosphere of mutual respect and trust among pupils from all racial groups;
- has procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LA policies and guidance;
- will collate incident reports for presentation to Governors on a regular basis;
- will ensure that incidents of racial discrimination or racial harassment involving pupils will be dealt with promptly, firmly, and consistently and in accordance with the school's disciplinary procedures for pupils, and that action will be taken to support victims;
- will work with the LA and other partners to tackle racism and racial harassment;
- will ensure that all staff are given appropriate training and support to enable them to deal effectively with racist incidents, racial harassment and bullying;
- will ensure that all pupils, staff and parents are made aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable;
- will ensure that incidents of racial discrimination or racial harassment involving staff will be dealt with in accordance with the school's discipline and grievance procedures.

Procedures for Dealing with Racial Incidents (Appendix A)

Whenever possible in the presence of a member of the Senior Leadership Team (and another member of staff).

- Allegations of racist incidents/racial harassment can be made to any member of staff. An initial discussion would then take place between the person making the allegation (could be alleged victim, friend, witness) and first staff contact.
- Immediate action to be taken to separately interview the alleged victim and to interview the accused pupil, ensuring confidentiality. Record on Alleged Racist Incidents Report form. (Appendix B)
- The victim to be supported through discussion with a member of staff.
- Should an allegation be substantiated, action would take place on the same day where in all cases contact is made with the alleged victim's parents/carers to say what has happened, explaining what the school is doing in general terms and giving parents the opportunity to discuss the matter further.
- Contact will be made with the accused pupil's parents/carers to say what has happened; that an allegation is being investigated; outlining proposed action and the school's general position on this. Parental cooperation would be requested and expected.
- In both cases support could be offered in terms of translations.

- At the earliest opportunity a parental meeting would be arranged with the perpetrator's parents with a view to agreeing the action to be taken. The meeting would be recorded.
- Possible further action in school would be that sanctions need to be applied and the perpetrator can make amends.
- Should reparation not take place exclusion would be considered for serious or persistent offenders with referral to police and social services.
- Each member of staff (teaching and support staff) to take incidents of harassment seriously with the head teacher and deputy head being accountable and taking responsibility for implementing procedures for dealing with racist incidents.
- Incidents of racial harassment to be recorded by the senior member of staff on an incident form (Reporting form – Racist Incidents – Appendix C, and is available on the :T drive). This folder is kept in the school office.
- Incidents of racial harassment are recorded on IRIS and monitored by the head teacher.
- All members of staff to be sensitive to the need for confidentiality when dealing with cases of harassment
- All types and levels of racist incidents analysed
- There are planned opportunities during the Character Education Programme throughout the school and during collective and class worship to discuss different forms of bullying and harassment and what pupils should do if they are victims.
- Multicultural Development Team (MDT) offers an opportunity for teaching and support staff to examine their own attitudes and expectations of different groups in the school whilst consolidating understanding in work with the procedure for dealing with a racist incident.

Strategies For Raising Minority Ethnic Achievement

- The school will employ the following strategies:
- teaching which is clearly and sharply focused on EAL learners and differentiated to meet their needs at different stages and levels of English language competence;
- offering a curriculum to reflect the backgrounds of pupils;
- teaching which identifies a clear language focus for pupils' learning, and exploits the language potential of every activity for EAL learners.
- awareness of different learning styles;
- mainstream staff taking full responsibility for teaching EAL learners while planning jointly with staff from the Multi-cultural Development Centre (MDT);
- maintaining careful records of EAL learners progress, to be kept jointly by class and Multicultural Development Team (MDT) staff, to enable staff to identify and plan the next step for each learner; these targets are integrated in children's individual targets;
- monitoring EAL learners progress within the context of the National Curriculum and National Primary Framework;
- raising awareness that, although lack of fluency in English does not denote SEN, as with English speakers, a proportion of EAL learners will also have SEN;
- providing SEN assessment in home language/first language;(where ever possible)
- inviting and encouraging minority ethnic parents to share aspects of their culture within the school, e.g. curriculum resources, literature and music.

Gender Equality

The Gender Equality Scheme (GES)

The GES sets out our plans for making equality happen for everyone. The Scheme will add to a number of documents which contribute to the delivery of the school's wider Equality and Diversity objectives, eg, Accessibility Scheme, Race Equality Scheme. The scheme addresses issues related to our role as an employer; a service provider (to our pupils and the wider community; a procurer of services and as a partner working jointly with other agencies).

External scrutiny of gender issues can be undertaken at any time by inspectorates such as OfSTED. Issues relating to episodes of reported gender inequality will be captured and monitored.

Communicating with pupils around Equality and Diversity

Apley Wood Primary School uses the following methods of communicating with its pupils around equality and diversity issues:

- School council and Children’s Safeguarding Board
- Character Education and RE
- Surveys
- Assemblies

Action Plan 2021-2023

This action plan has been developed to reflect the range of current and planned activities that Apley Wood Primary School is undertaking to improve its services for girls and boys, men and women. It will be an evolving plan which will be amended in response to feedback from pupils and staff and will reflect new initiatives that the school undertakes to better meet the equality and diversity needs of its community.

SECTION A – HUMAN RESOURCE ISSUES

Issue/Action	Timescale	Lead	School Priority
To monitor pay to ensure equality.	Annually	Head/Chair of Governors	Medium
To ensure there is no risk of discrimination in pay decisions i.e. threshold, performance management, placing teachers returning from maternity on pay scales, TLR posts.	Ongoing	Head/Chair of Governors	Medium
To create a positive working culture for pregnant staff and those returning back to work with family responsibilities e.g. maternity/paternity leave.	Ongoing	Head SMT Governors	Medium
Requests for part time working to be assessed case by case.	On going	Head/Governors	Medium
To ensure the school has adequate facilities for male and female employees.	On going	Head/Governors	Medium
To encourage and promote male role models in the school community through recruitment, resources and curriculum provision.	On going	Head/Governors	Medium

SECTION B – SCHOOL COMMUNITY ISSUES

Issue/Action	Timescale	Lead	School Priority
To encourage classroom discussion of gender/race/ cultural issues which reflect on stereotypes.	Termly—Character Education lessons. Part of school council/safeguarding teams agenda.	PSHE co-ordinator School council leader/safeguarding team leaders Stonewall school champion.	Medium
To ensure children develop positive relationships and choose not to discriminate.	Termly—assemblies and Character Education/SMSC links	Class teachers	Medium
To make sure teaching and classroom-based approaches resources and displays are appropriate for the whole school population.	Ongoing	Subject leaders Inclusion leader	Medium
To analyse assessment data to identify any differences in achievement of boys and girls.	Termly	English and maths co-ordinators.	Medium
To ensure sports provision addresses the needs of both boys and girls. PE and extra curricular activities	Ongoing	PE co-ordinator Sports partnership	Medium

SECTION C – MEETING OUR LEGAL DUTIES

Issue/Action	Timescale	Lead	School Priority
To monitor the Gender Equality Scheme and its achievement of action plan objectives.	Ongoing	Head	Medium
To identify monitoring issues emerging in relation to gender in education provision and employment.	Ongoing	Head	Medium
To incorporate the requirements of the Gender Equality Scheme into current training programmes.	Ongoing	Head	Medium
To avoid gender specific stereotype images in publicity materials and other documents produced by the school.	Ongoing	Head	Medium
To ensure the School Development Plan has taken into account equality and diversity issues including gender, race and culture.	Annually	Head Curriculum leaders Stonewall Champion (DHT).	Medium

Staff Recruitment and Professional Development

- All staff are encouraged to develop and achieve their full potential.
- The school has procedures to ensure that applicants for jobs, promotion, or professional development opportunities are not discriminated against on racial grounds.
- All those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination.

- Applications for posts will be monitored by ethnicity and the information will be supplied to the LA on an annual basis.
- Professional development opportunities and promotions will be monitored by ethnicity.

Breaches of this policy by staff or governors will be dealt with in accordance with the school's discipline and grievance procedures.

Partnerships with Parents and Communities

- All parents are encouraged to participate at all levels in the full life of the school, and steps are taken to encourage the involvement of under-represented groups.
- Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate and whenever possible.

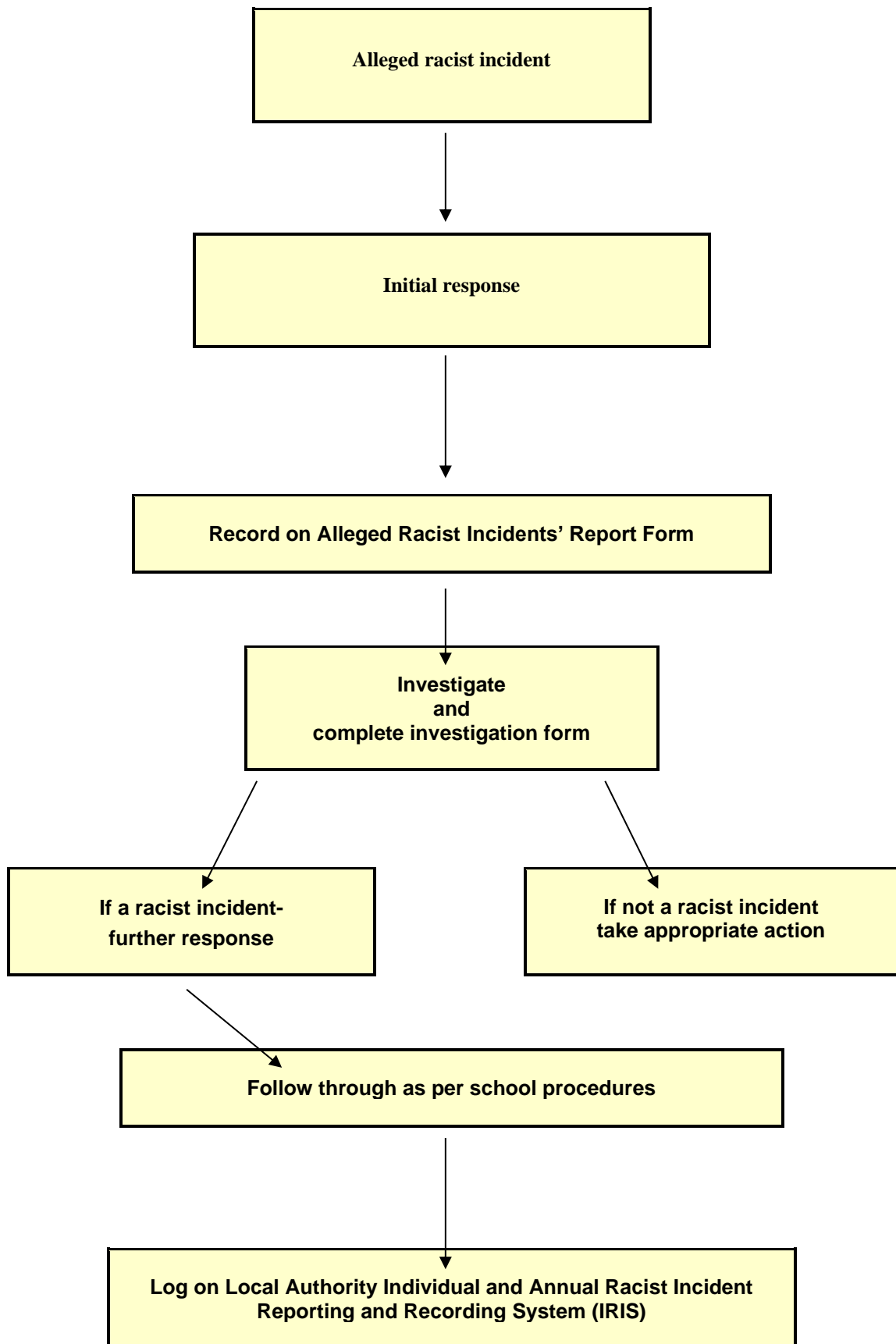
MONITORING AND REVIEW

Monitoring and Evaluation are essential tools for measuring performance and ensuring that we as a school are enabling and promoting equal access to all curriculum options and providing employment opportunities. This is vitally important in establishing whether or not current systems are having an adverse impact on boys or girls, men or women. All forms of discrimination by any person within the school's responsibility will be treated seriously, as such behaviour is unacceptable. Where incidents do occur the Headteacher will deal with the matter in accordance with the school's behaviour/ personnel policies.

- Where necessary she will report such incidents to the LA and Governing Body. The Governing Body will maintain an overview of implementation of the Equalities Scheme on a regular basis.

Parents will be made aware of the schools commitment to equal opportunities through the schools handbook, website and the annual report to parents.

Dealing with Racist Incidents: Overview of actions that need to be taken by schools and settings.



FOR INTERNAL SCHOOL USE ONLY**CONFIDENTIAL****SCHOOL ALLEGED RACIST INCIDENT REPORT FORM**

(to be amended and adapted by individual institution)

To be completed as soon as possible by member of staff or person observing or reporting incident & handed to designated member of senior management team.

Date		Time		Location	
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Name of person reporting incident	
Role/status	

Type of Incident (please tick all relevant box/es)

1.	Verbal	
	Ridicule of an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.	
	Abuse or threats.	
	Derogatory name calling, insults or use of racist language.	
	Racist jokes or comments.	
	Racist comments in the course of lessons.	
	Incitement or encouragement of others to behave in a racist way.	
2	Refusal	
	Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, ethnicity, culture, religion, language or clothes.	
3.	Contact	
	Physical assault, spitting or throwing things at an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.	

4.	Organised racist activity	
	Recruitment of, or attempting to recruit, others to racist organisations.	
	Bringing racist materials (computer software, leaflets, comics, books, magazines, CDs, videos) into school.	
	Provocative behaviour e.g. wearing racist badges or insignia.	
5.	Cyber	
	Racist abuse via text message or instant messenger services or email	
	Interfering with electronic files	
	Misuse of social network sites	
	Setting up or promoting inappropriate websites	
	Inappropriate sharing of images from webcams/mobile phones/camera phones.	
	Interfering with e-mail accounts.	
6.	Other	
	Colluding or condoning the racist comments/actions of others.	
	Damage to property/belongings which is racially motivated.	
	Racist graffiti.	
	Written abuse or offensive drawings (in/on books)	
7.	Outside the school	
	Incidents that happen outside the school include those on journeys to and from school, during school organised off-site activities or within the immediate vicinity of the school.	
8.	Incidents involving members of staff or visitors to the school	
	People who work at school, whether they are direct employees or contractors' staff, may be the subject of allegations of racial harassment, either as perpetrators or victims.	

Comment

Those involved

Alleged victim/s	
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Alleged perpetrator/s (if known)	
---------------------------------------------	--

Witnesses (if known)	
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Has a written account of incident been provided?

Please tick	Yes		No	
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Signed _____

Date _____

Where
When

APPENDIX C: Report Form - Racist Incidents

REPORT FORM – RACIST INCIDENTS

Was there a victim (Name)?

Base:

Name(s) of perpetrator(s):

Base:

DETAILS OF THE INCIDENT:

Where did the incident take place?

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What happened?

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Reported By:

Date:

Action taken and by whom:

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.....

Review date (to see if intervention was successful)

(Any repeat to victim or perpetrator)

.....

.....

Please indicate if any of the following were contacted: School

Parent/Carer

SMDS

LA

Police

16

Other



(Refer to Guidance given in the 'Education Advisory Service – leaflet EO3')