

# Wellesley Primary School Equality Plan

## 2022-2024

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### 1. Introduction

**At Wellesley Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, ethnicity, gender, sexuality, gender re-assignment, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.**

The 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 our school we believe that

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

## **2. 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;
- 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;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include 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 the responsibility of the Local Authority and are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

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.

## **3. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

### **Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, ethnicity, disability, preferred sexuality, 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.

## 4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below.

### 4a. Race Equality

**This section should be read in Conjunction with the school's Racial Incidents Policy.**

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.

### 4b. 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;**

#### **4c. 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.

#### **4d. 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.

#### **4e. Community Cohesion**

Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

### **5. 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 the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Personal Plans/Personalized Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

## **6. 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, gender or disability.

### **The role of the headteacher**

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher 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 headteacher 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 headteacher 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 headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling Discrimination**

Harassment on account of race, gender, disability, sexuality or gender reassignment 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 / headteacher where necessary. All incidents are reported to the headteacher 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, ethnicity, gender, disability, sexuality or gender reassignment, 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'.

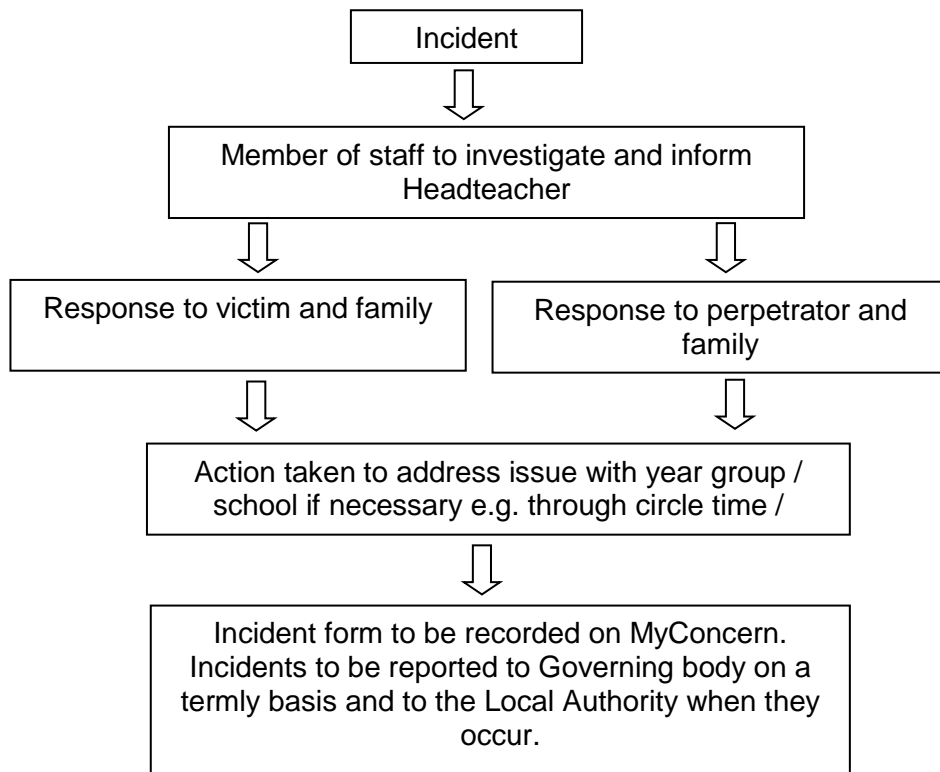
## **Types of discriminatory incident**

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.



## **8. 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.

## **9. Publishing the Scheme**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Make sure hard copies are available.



| <b>Equality Strand</b> | <b>Action</b>  | <b>How will the impact of the action be monitored?</b>   | <b>Who is responsible for implementing</b> | <b>What are the timeframes</b> | <b>Early success indicators</b>  |
|------------------------|--|--|--|--------------------------------|--|
| All                    | Publish and promote the Equality Plan through the school website, newsletter and staff meetings.   | Question equality in annual surveys.   | Governing body/<br>Headteacher             | Annually                       | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays<br><br>Parents are aware of the Equality Plan |
| 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   | Headteacher /<br>Governing body            | Annually in July               | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups  |
| All                    | Ensure that the curriculum promotes role models that young people positively identify with in terms of race, gender and disability.                            | Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community | Headteacher/<br>teachers                   | Ongoing                        | Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community   |
| All                    | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.  | Visual monitoring of school displays/ Discussions with children and staff to assess their impact                               | Headteacher/<br>teachers                   | Ongoing                        | Children have positive view of others both inside and outside the school community   |
| All                    | Audit school policies on a regular basis to ensure that there are no discriminatory policies, phrases, procedures or practices.                                | All school policies reviewed each year are audited and made free of discrimination in terms of                                 | Headteacher /<br>Governing body            | Ongoing                        | Written information and school policies are free of disability discrimination in   |

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|---------------------------|--|---|--|---|---|
|                           |  | phrases, procedures and practices.  |  |   | terms of policies, phrases, procedures and practices.   |
| <b>All</b>                | <b>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising etc.</b> | <b>Representation monitored by race, gender, disability through an annual audit</b>   | <b>Member of staff leading on school council/ teachers</b> | <b>Ongoing</b>                          | <b>Fair diversity of children contributing to school life</b>   |
| <b>Race Equality Duty</b> | <b>Identify, respond to and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis and to the LA as they occur.</b>                         | <b>The Headteacher / Governing body will use data collected about racist incidents to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</b> | <b>Headteacher / Governing body</b>                        | <b>Reporting: December, April, July</b> | <b>Teaching staff are aware of and respond to racist incidents</b><br><br><b>Consistent nil reporting is challenged by the Governing Body</b> |
| <b>Race Equality</b>      | <b>Actively celebrate different faiths through assemblies.</b>   | <b>Monitoring of assembly overviews will show that a range of different faiths and cultures are being celebrated.</b>   | <b>Headteacher/ Key Stage Leaders</b>                      | <b>Ongoing</b>                          | <b>Children will be able to talk about different religions or cultural activities</b>   |
| <b>All</b>                | <b>As and when needed make written materials available in alternative formats for:<br/>a) disabled parents/careers and Governors;<br/>b) non-English speaking parents/carers and Governors</b>   | <b>The school will monitor the number of requests it receives for alternative formats of written materials<br/>The school will track and monitor the progress made</b>  | <b>Headteacher/ SENCo</b>                                  | <b>Ongoing</b>                          | <b>Effective delivery of information for disabled people in the school community is provided.</b>   |

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|------------------------|---|--|---|--------------------------------|---|
|                        |   | for pupils who require written materials to be made in a different format  |   |                                |   |
| <b>Disability</b>      | <b>Ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustments</b>          | <b>All children will be monitored by teaching staff and senior leaders throughout the school year to ensure that they have full access to the curriculum. Modifications will be made to provide for those who struggle with access</b> | <b>All staff led by Headteacher and SENCo through staff meetings and discussions about how to implement changes</b> | <b>Ongoing</b>                 | <b>All children are given access to the full curriculum at Wellesley School</b>                 |
| <b>Disability</b>      | <b>Curriculum to include that understanding of different disabilities is taught</b>   | <b>Discussions with children to ensure that they have a good understanding of the difficulties faced by people with disabilities</b>   | <b>Headteacher/ SENCo</b>   | <b>Ongoing</b>                 | <b>Children have a good understanding of the difficulties faced by people with disabilities</b> |
| <b>Disability</b>      | <b>Regularly review areas of the school grounds to ensure that access is provided for the disabled</b>  | <b>Visual inspections of the school grounds and monitoring of children at play will be carried out routinely to ensure that all children have equal access to the school grounds</b>   | <b>SLT/ Governors</b>   | <b>Ongoing</b>                 | <b>All children have equal access to the school grounds</b>                                     |
| <b>Disability</b>      | <b>Review the way information is shared with parents/carers of disabled pupils to ensure that All progress and achievement is celebrated.</b> | <b>Governors to oversee reporting systems and changes made.</b>  | <b>SLT/SENCo /Headteacher</b>   | <b>Summer '22</b>              | <b>Parents report that they have a clear picture of their child's progress and achievement.</b> |

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|------------------------|---|---|--|--------------------------------|--|
| <b>Gender</b>          | <b>Ensure that staff recruitment is based on criteria to provide eq equality of opportunity for both sexes</b>              | <b>Staff recruitment processes and outcomes will be monitored by the Headteacher and governing body</b>           | <b>Headteacher/<br/>Governors</b>          | <b>Ongoing</b>                 | <b>Staff recruited are the best fit for the posts available</b>                  |
| <b>All</b>             | <b>Ensure robust systems in school for pupils, parents/carers to share any concerns they have, e.g. peer on peer abuse.</b> | <b>Gathering information during pupil conferencing, Parent Forum, as well as pupil and parent questionnaires.</b> | <b>Headteacher<br/>Class<br/>Teachers</b>  | <b>Ongoing</b>                 | <b>Pupils and parents are alerting us to any concerns that they have</b>         |
| <b>All</b>             | <b>Continue to explore the concept of flexible working and posts</b>  |   | <b>Headteacher/<br/>Governors</b>          | <b>Ongoing</b>                 | <b>All staff are given the opportunities for more flexible working practices</b> |