



Equality Information and Action Plan

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| Date Policy was formally adopted | March 2021 |
| Review Date | Equality Information March 2023 Action plan March 2024 |
| Chair's Name | Steph Green |
| Chair's Signature | |

Core Values

Respect

Enjoyment

Care

Confidence

Challenge



Rodings Primary School Equality Plan

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1. Mission statement

At Rodings 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, gender, 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 Rodings Primary 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;
- 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.

Exclusions will always be based on the school's Behaviour Policy ([Behaviour Policy Link](#)). 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

This section deals with aspects of equal opportunities relating to staff at Rodings 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.

4. Equality and the Law

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 favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties The Public Sector Equality Duty or “general duty” This requires all public organisations, including schools to;

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

There are also two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty and update annually
2. Publish Equality objectives at least every 4 years which are specific and measurable.



This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins. 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.

4b. Religion

The Equality Act defines religion as being any religion and belief as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. This does not include political beliefs. The Equality Act is clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

4c. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy ([SEND Policy Link](#)), SEND Information Report ([School Information Report Link](#)) and Accessibility Strategy/School Improvement Plan ([Accessibility Plan Link](#)).

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.



- Ensure reasonable adjustments are made for pupils with SEND to ensure they are able to access the school environment and curriculum

4e. 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.

4e. Sexual Orientation

Schools need to make sure that no pupils are treated less favorably due to their sexual orientation. The teaching of marriage must be done in a sensitive, reasonable, respectful and balanced way. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

4f. 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 boards 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.

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, governors, parents and carers and pupils. We have achieved this by using the following to shape the plan:

- Feedback from the annual school improvement parent questionnaire, other parent questionnaires and informal feedback;
- Feedback and input from staff, e.g. staff meetings / INSET, evaluations or annual staff school improvement survey;
- Feedback from the School Parliament, PSHE lessons, annual pupil school improvement questionnaire on children's attitudes to self and school and ideas shared in whole school assemblies;
- Issues raised by parents or other support staff/ external support agencies in annual reviews or reviews of progress on One Plans;
- Feedback at Governing Board meetings, governor training or visits.

6. Roles and Responsibilities

The role of governors

- The Governing Board 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 Board 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 socioeconomic background, race, gender or disability. The Governing Board ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and he is supported by the Governing Board 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 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 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 / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Board termly.



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 the 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. All staff are expected to follow the agreed policies and procedures in respect of reporting incidents of discrimination with reference to the appropriate policy. The Behaviour Policy outlines the key procedures, e.g. in respect of bullying, or racial discrimination and is reviewed annually. Each term staff are reminded of the appropriate reporting and recording procedures. All policies are available for reference, e.g. website, MyConcern and staff notice board.

8. Review of progress and impact

The Plan has been agreed by our Governing Board. 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 four 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 plan

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; Raise awareness of the plan as appropriate, e.g. through the school's assemblies, staff meetings and other communications; Make sure hard copies are available upon request.

Appendix

A: Equality Action Plan (x4 year full update)

B: Contextual school based data (annual update)



Appendix A

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing ? | What are the timeframes? | Early Success Indicators |
|------------------------|---|--|---|---|---|
| All | <ul style="list-style-type: none"> Publish and promote the Equality Plan through the school website, newsletter and staff meetings To adjust the parent annual survey to include information about the Equality Scheme and Plan | Insert a question about parent awareness of Equality Scheme in annual parent survey | Headteacher | Annual review | <p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays etc</p> <p>Parents are aware of the Equality Plan</p> |
| All | <ul style="list-style-type: none"> Monitor and analyse pupil achievement & attendance by race, gender and disability Identify any pupils/groups under-achieving or vulnerable Take effective action by tailoring support to meet the needs of the individual/group, e.g. 1-1, quality first teaching, strategy intervention, external support so that pupils make the expected progress for their age and stage of development | Half termly data tracking. Pupil progress meetings Intervention provision maps One plan termly reviews & parent input Annual review re EHCP pupils | Head teacher / Governing board/ teachers/ SENCO/ subject leaders/ SLT, assessment, subject leader | Annually KS1 SAT's/ Raiseonline autumn term, termly all assessment data ½ termly attendance checks/ termly Attendance reviews | <p>Analysis of teacher assessments / termly & annual data demonstrates the gap is narrowing for equality groups.</p> <p>Attendance data of individuals shows improvement from one monitoring period to the next (6weekly/termly)</p> <p>School achieves attendance target each term</p> |
| Pupil Premium children | <p>To improve the achievement of children from low income and disadvantaged families</p> <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 | Tracking data Intervention Summaries Pupil Premium Case Studies | Headteacher, Maths and English Subject Leaders, Class teachers and LSAs. | Ongoing | Children eligible for Pupil Premium funding are working within age related expectations. |
| 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, challenging gender stereotypes (including different families and same sex relationships) and disability. | Increase in pupils' participation, confidence and achievement levels. Pupil perceptions monitored by staff and governors. | PSHE lead, whole staff commitment to teaching and through history lesson plans. | Ongoing | Notable increase in participation and confidence of targeted groups |
| Race Equality | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the | The Headteacher / Governing body will | Headteacher / Governing | Ongoing, Reported | Teaching staff are aware of and |



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|---------------------------------|---|---|--------------------------|---|---|
| Duty | Governing body on a termly basis. | use the data 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? | body | termly in the Headteacher's report | respond to racist incidents Consistent nil reporting is challenged by the Governing Body |
| Gender Equality Duty | <p>Ensure homophobic, biphobic and transphobic (HBT) bullying are explicitly referred to within the Anti-Bullying policy.</p> <ul style="list-style-type: none"> • Make sure different families and same sex relationships are included in the Relationships and Sex Education Policy. • Make sure that children have access to books and resources that reflect their lives including same sex adoption. • That the diversity of family life is reflected in all teaching in every subject across the curriculum where appropriate. | <p>Any HBT bullying is recorded separately and monitored. Pupil perceptions carried out to find out how teaching has helped children accept and challenge HBT bullying and overall understanding. Children have an increased awareness that 'family' has many different forms.. Behaviour and friendship work in PSHE monitored in books, lessons and by children's behaviour and well-being.</p> | Headteacher PSHE Lead | Coordinate with the introduction of RSE | Behaviour of children – eradication of the term 'gay' being used negatively. Happy children who understand the impact of bullying and name-calling |
| Disability Equality Duty | To keep under continual review & make reasonable adjustments as appropriate in order to make the learning environment and curriculum accessible to all children, and in particular those with SEND, in consultation with parents/child/ external agencies as identified, agreed & appropriate | One plan termly reviews EHCP annual review Transition meetings/review General feedback (ongoing) | SENCo Class teachers | As required | Child attends school Child happy to come to school Parent and child participate in termly/annual reviews feedback |
| Community Cohesion | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. festivals such as Diwali, Christmas To have available a range of multicultural resources To maintain the focus weeks on multi-cultural awareness in the curriculum plans | RE subject leader (SL) monitoring Head teacher monitoring Governor visits Feedback from visitors, e.g. Assembly | Headteacher RE Lead | Ongoing | Increased awareness of different communities, cultures & under-represented groups Pupils able to identify different groups/ cultures and state facts learnt Charity certificates External awards achieved/ maintained |



Appendix B

Summary of relevant data about the composition of the school contextual data broken down by disability, ethnicity and gender.

Equality Plan School Context: 2022-2023 PUPILS

| March 2022 | Reception | | KS1 | | KS2 | | Overall | |
|---------------------|-----------|-----|------|-----|------|--------|---------|-------|
| | NOR: | % | NOR: | % | NOR: | % | NOR: | % |
| All Pupils | 31 | | 86 | | 132 | | 249 | |
| Boys | 19 | 61% | 39 | 45% | 67 | 51% | 125 | 50.2% |
| Girls | 12 | 39% | 47 | 55% | 65 | 49% | 124 | 49.8% |
| SEN/Disability | 2 | 6% | 8 | 7% | 24 | 18% | 34 | 14% |
| Ethnis Groups: | | | | | | | | |
| White British | 30 | 97% | 85 | 99% | 131 | 99.25% | 246 | 98.8% |
| Other Ethnic groups | 1 | 3% | 1 | 1% | 1 | 0.75% | 3 | 1.2% |

Equality Plan School Context: 2021-22 STAFF & GOVERNORS

| September 2021-2022 | Staff | | Governors | |
|---------------------|-------|------|-----------|------|
| | NO: | % | NO: | % |
| All Staff/GB | 40 | | 11 | |
| Male | 6 | 15% | 5 | 45% |
| Female | 34 | 85% | 6 | 55% |
| Disability | 0 | 0% | 0 | 0% |
| Ethnic groups: | | | | |
| White British | 40 | 100% | 11 | 100% |
| Other Ethnic Group | 0 | 0 | 0 | 0 |



Glossary of Terms and Abbreviations

| Term/Abbreviation | Meaning |
|--------------------------|--|
| DDA | The Disability Discrimination Act |
| EHCP | Education, Health And Care Plan |
| GB | Governing Board |
| HBT | Homophobic, Biphobic, Transphobic |
| LSA | Learning Support Assistant |
| MyConcern | Cloud based programme for recording safeguarding and other concerns about children and families. |
| One Plan | A personal plan for a child that may need additional support in school |
| PSHE | Personal, Social And Health Education |
| RE | Religious Education |
| SATs | National tests for children in Year 2 and 6 |
| SENCO | Special Education Needs Coordinator |
| SEND | Special Education Needs and Disability |
| SL | Subject Leader |
| SLT | Senior Leadership Team |
| TLR | Teaching and Learning Responsibility |