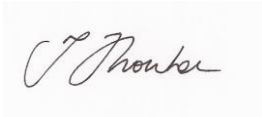



Policy	Equality Policy (Community Cohesion)
Ratification date	2nd July 2015
Next review date	July 2019
Signatories	 Head Teacher  Chair of Governors

Wheatfield's Primary School Equality Policy and Plan 2014- 2015

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training. Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

Sources of evidence include RAISE online, Fischer Family Trust data, School Census, Internal Tracking Data, Attendance Monitoring, Behaviour Monitoring.

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Sources of evidence include most recent Parent and Pupil Voice surveys (2012), feedback from induction arrangements, Parent Audits and Forums throughout the year, parent workshops, pupil/parent learning conversations and school council meetings. We have also drawn information from staff surveys and ongoing professional dialogue with staff and the wider professional pool.

Is pupil achievement analysed by race, disability (Special Educational Needs) and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

All aspects of pupil data are reviewed termly and pupil progress meetings. At these meetings, actions are agreed and monitored in order to maximize the academic and emotional/social development of each child. Particular groups of pupils are monitored through a variety of data sources. Their significance is measured against local authority and national benchmarks. All staff and governor reflect on the progress of groups of pupils as well as individuals, in order to identify patterns and ensure that barriers to achievement are removed. Equally, where particular groups make accelerated progress, the context is examined in order to identify effective practice and apply it to other areas of provision. All actions which specifically address the drive to raise standards of provision and maximize equality of opportunity are documented in our SDP and Termly Operational Plan. (TOP)

Responses to patterns in data include the deployment of extra interventions from teaching and support staff. The provision of intervention programs, small group and individual tutoring, access to Senior Inclusion Workers, extended schools provision i.e. music tuition, after school clubs, Team around the Child meetings and meetings with the Head teacher.

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

There are multiple opportunities throughout our curriculum to reinforce positive messages related to equality of race, disability and gender as appropriate to the age and maturity of our pupils. A whole school focus is decided on a termly basis and these are designed to underpin a celebration of the unique talents of every individual. This is led strongly by the leadership team's assemblies and mirrored in the ethos of all staff. Mutual respect, inclusion and collaboration on equal terms are upheld in every learning opportunity both implicitly and explicitly, as is a celebration of diversity and the unique value of every individual. The school also embraces wider opportunities such as partnerships with a variety of organizations both locally and on a global scale, community liaison such as the local churches, community police officer etc,

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

All pupils regardless of race, gender or ability are wholeheartedly encouraged to participate in school life and contribute strongly to the success of the school. Pupil voice is at the heart of all we do and all groups are represented through a democratic process. This is a strength of the school.

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

Bullying and harassment of any nature are taken extremely seriously and dealt with in accordance with school policy. Where patterns are identified, the leadership team is committed to identifying root causes and implementing effective strategies to overturn misconceptions and prejudice. They ensure clear consequences are in place, balanced by positive affirmation of inclusive behaviour. Although rare, any incidents are reported to the governors and local authority in line with our statutory duties. Serious cases are logged and a chronology kept up to date. A core set of school values contributes significantly to a positive community ethos and mutual peer to peer support.

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Sources of evidence are visible around the school environment and in lesson planning, lesson observation feedback, pupil outcomes and assessment evidence.

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Wherever possible we strive to ensure ease of access. Where pupils or parents require wheelchair access, we ensure they are given an easily accessible meeting room. A recent initiative has been to enrol the support of bilingual parents to act as EAL champions to translate information and to support families new to English.

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Yes. These are laid out in our accessibility action plan.

Are procedures for the election of parent governors open to candidates and voters who are disabled? Yes. These are laid out in our accessibility action plan.

Wheatfields Primary School Equality Plan

- 1. Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
 - a. Race**
 - b. Disability**
 - c. Gender**
 - d. Sexual orientation**
 - e. Community cohesion**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**

1. Mission statement

At Wheatfield's 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, religion and belief, 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.

Inclusion at Wheatfields Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy – equality applies equally to all members of the school community, pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims and mission statement:

- To form effective partnerships with parents, governors and outside agencies.
- To give equal value and respect to everyone irrespective of ability, gender, race or religion.
- To provide a secure, stimulating and caring environment in which the children feel a real sense of ownership and belonging.
- To develop awareness that the school is part of both a local and global community in which everyone has a part to play.
- To provide high standards with a broad and rich curriculum.
- To develop the whole child and celebrate successes at all levels.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations

- oppose all forms of prejudice and discrimination
- ensure pupils with a disability have access to the school buildings and to the curriculum

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 Wheatfield's Primary 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. 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 Wheatfield's 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 and opportunity for all.

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 Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

4a. Race Equality

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

4b Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy. The Equality Act 2010 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'. 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 Equality Act 2010 places 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;
- Review and revise this Scheme every three years.

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

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies 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, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, feedback from parents’ evening, parent-school curriculum meetings.
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children’s attitudes.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised 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 the protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- 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, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

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

- It is the Head Teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher 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 Head Teacher 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 Head Teacher 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 Policy and objectives.
- 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 Head Teacher.
- 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 or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy 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. Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

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 / Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person”

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done (“a prohibited act”) in connection with the Act. Eg, making an allegation of discrimination.

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 nonteaching, should view dealing with incidents as vital to the well-being of the whole school.

8. Review of progress and impact

The objectives have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact in line with legislative requirements

Dealing with an Incident

- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family Response to perpetrator and family
- Incident form to be completed and given to PA to Head Teacher.
- Incidents to be reported to Governing body and local authority on a termly basis.
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

Review progress against our Equality objectives 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 objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Information that demonstrates how the school is complying will need to be published at least annually, and information on objectives at least every four years. Publication of information in future years should include evidence of the progress made against the objectives set. The information released does not simply have to be statistical data but can for example include minutes from governing body meetings that demonstrates progress.

10. Action Plan see below

Wheatfields Primary School Action Plan 2014-2015					
Equality strand	Priority	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all staff, governors and parents are aware of the school's Equality Plan. Publish and promote the Equality Plan through the website, newsletter and staff meetings.	Possibility of question about parent awareness of Equality scheme in survey/ questionnaire.	Head Teacher	Throughout the year 2014-2015	Staff familiar with the principles of the Equality Plan and use them when planning lessons, creating class displays. Parents and Governors 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 gender, race and disability	Subject leader analysis. SLT analysis Feedback from subject leaders to SLT Head Teacher reports to Governing body	Annually	Analysis of teacher assessments/ annual data demonstrates the gap is narrowing for equality groups.
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, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Head Teacher/ SLT monitoring of development of planning across the school	Ongoing throughout 2014-2015 as the new curriculum is developed,	Notable increase in participation and confidence of targeted groups.
All	Celebrate cultural events throughout the year to increase public awareness and understanding of different communities and issues relating to race, disability, religion and gender e.g. Diwali, Eid, Black History month	Monitoring of reported incidents of bullying and harassment	RE/ SMSC leader Mrs Probert	Throughout the year 2014-2015	Increased awareness of different communities and issues relating to race, disability, religion and gender shown in PSHE and circle times.
All	To continue to use successful tracking methods and assessment in order to identify those pupils who require additional support	Whole school discussions through Inset Termly pupil progress meetings	All class teachers, SENCO and assessment co-ordinator, teaching assistants to carry out intervention programmes.	Ongoing throughout the year	Raiseonline data to show that there is no significant gender difference in achievement

Gender	To continue to offer sporting opportunities and after school clubs to all pupils	PE subject leader OM + Extended schools leader DT to monitor participation/ take up	Teachers and those people who organize sports day and after school sport.	Ongoing throughout the year.	List of pupil participation
Gender	To ensure all applications are considered strictly on merit.	Head Teacher and Govs	Governors and Headteacher	As and when vacancies arise	All candidates given feedback by Headteacher
Gender	To ensure that all staff are paid on the correct scale As and when trainee teachers are placed with us, and the same applies to work experience students	Headteacher, Chair of Staffing, Finance	Headteacher, Chair of Staffing, Finance Headteacher, class teacher mentor	Ongoing As and when the are placed in school.	to be monitored by the Finance Committee Positive feedback from tutors
Gender	To ensure that all pupils have access to the appropriate support.	Head Teacher, Senco and Govs	Headteacher, SENCO other staff	As the need requires.	Impact of the support has a positive effect on those pupils who access it.