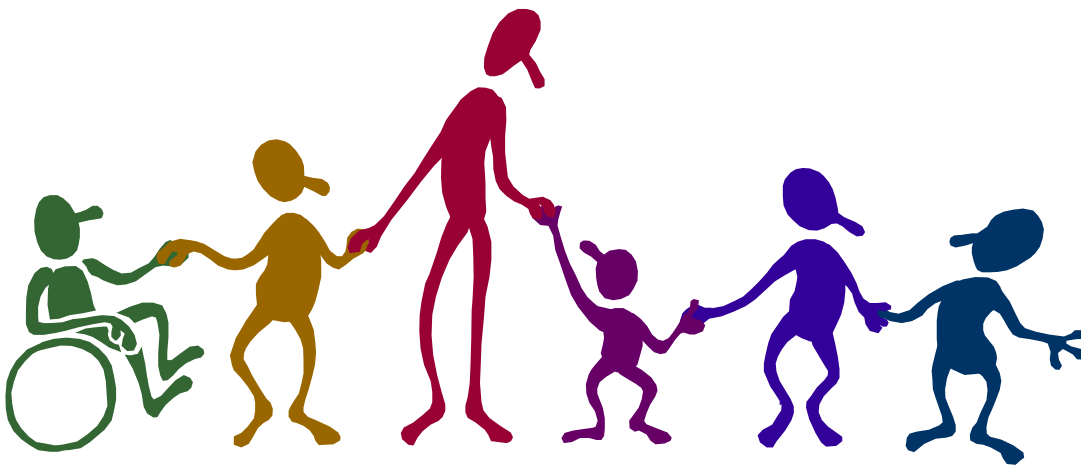


Mount Pleasant Primary School



Single Equality Plan 2015 - 2019

Reviewed at Curriculum, Achievement and Standards Meeting of Governors on 03/12/15

Mount Pleasant Primary School

Single Equality Plan

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1. School Ethos

At Mount Pleasant Primary, 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 are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability and socio economic background 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 Mount Pleasant 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 in our Equality Action 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, disability and socio economic background 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;
- 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 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, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff 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

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act 2010. This replaces previous equality legislation such as 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 Mount Pleasant Primary will take to meet its duties.

4a. General Duty

The Equality Act (2010) introduced a single Public Sector Equality Duty (PSED) – sometimes also referred to as the general duty. There are three main elements which the school is required to have due regard to.

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relationships

In order to have 'due regard' we will:

- Assess the impact of our policies, on pupils, staff and parents by gender, race, and disability including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents

4b Specific Duties

The specific duties require schools to :

- Publish information as to how we are fulfilling our general duty (annually)
- Prepare and publish equality objectives (at least once every 4 years)

We will achieve the specific duties by having a page on our website for Equalities

Race Equality

We will have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Disability

The Equality Act defines a disability as when a person has 'a physical or mental impairment which has a substantial or long-term adverse effect on that person's ability to carry out normal day-to-day activities'.

We will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination and harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Gender

We will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women, boys and girls

Sexual orientation

We will not discriminate staff, parents or children on the grounds of sexual orientation.

Community cohesion

We will encourage good relations between pupils and families 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' evenings and discussion with individual parents
- Input from staff meetings;
- Feedback from the school council, PSHE lessons, Pupil Questionnaires ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, 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, sex 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 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 body and local authority on a termly basis. 'Records of concern' are completed for incidents of bullying, and 'Racist Incident Logs' are completed for racist incidents.

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

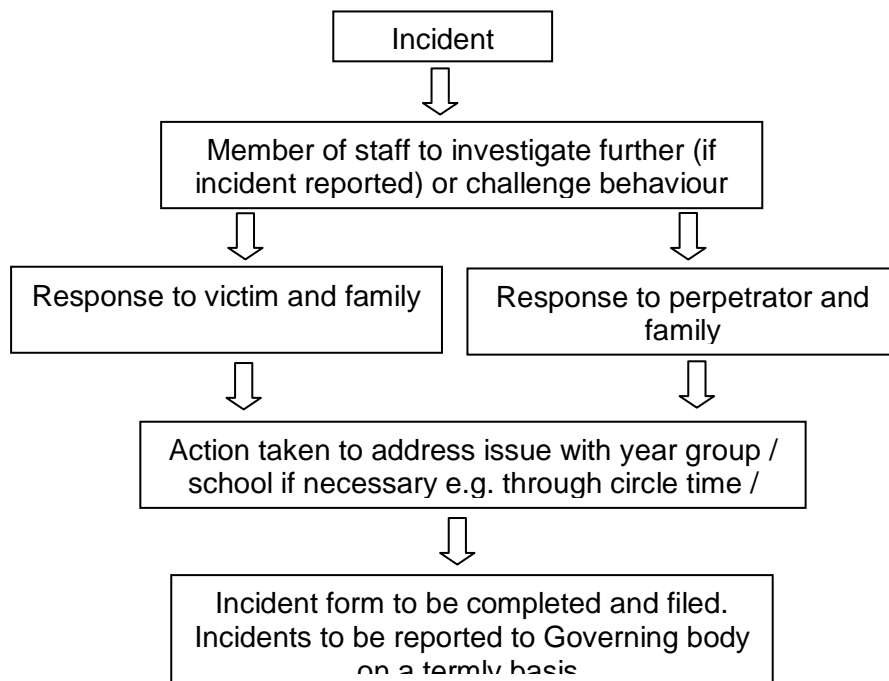
Types of discriminatory incidents that can occur are:

- 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 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.

Incidents are dealt with in the following way:



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 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 information to demonstrate how we are complying with the general duty, and to prepare and publish equality objectives we will set up an equalities page on our website.

10. EQUALITY ACTION PLAN

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	Publish and promote the Equality Plan through the school website, newsletter, staff meetings and School Council meetings.	Staff, children and parents know about our commitment to equality and this is demonstrated throughout school.	HT	By Nov 2015	Staff are familiar with the principles of the Equality Plan and use the principals when planning lessons, creating class room displays etc Children and parents are aware of the Equality Plan
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	DH/ SLT through their curriculum leadership and development	From Nov 2015	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Children are more aware of diversity and can demonstrate through SMSC and British Values lessons	DH/SLT	From Nov 2015	More diversity reflected in school displays across all year groups
Eliminate discrimination					
Race Equality	Identify, respond and report racist incidents. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will 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	Headteacher / Governing body	Reporting in HT's report to gobs termly	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
		decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			Governing Body
Advance equality of opportunity					
All	Monitor and analyse pupil achievement by race, gender, disability and socio economic background and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender, disability and socio economic background	DH/ Headteacher / Governing body	Termly in Pupil Progress Meetings, reported to GB	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Provide additional support for groups of pupils who are under-achieving, in order to make progress in their learning and their personal well being.	Fewer children underachieve.	HT/DH	Ongoing	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Recognise and represent the talents of all groups and ensure that all groups have opportunities to represent the school.	Children representing the school, such as sporting competitions or drama performances, are monitored by race, gender and disability	DH	From Sept 2011	Analysis of such events indicates it reflects the school's diversity
All	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	School representation monitored by race, gender, disability	SLT lead on Behaviour and Safety	From Sept 2012	All groups are represented in School Council.
All	Provide an appropriate range of extended school activities, such as Breakfast Club and After School Clubs, to cater for the needs and interests of all school groups,	Attendance at After School Clubs is monitored for race, gender and disability	DH	From Sept 2012	All groups are represented at extended school activities
Gender	Introduce initiatives to encourage boys to	Increased participation of	SLT Literacy	From Sept	Boys' attainment and

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Equality	engage more positively with reading activities.	boys in reading activities in and out of school.	Leader	2012	achievement in reading improves across the school.
Gender Equality	Introduce key workers for boys with emotional and behavioral problems. Provide positive male role models to engage them more in school life.	Key workers have positive relations with named boys. Male role models spend time with the boys in school on school related activities.	SLT lead on Behaviour and Safety	Ongoing as required	Reduced number of boys identified for support through behaviour tracking. Exclusions reduce.
Gender Equality	Provide a curriculum which engages and interests boys	Revised curriculum plan.	DH	From Sept 2015	Fewer boys are excluded or appear on behaviour tracking. Attendance of boys improves.
Disability Equality	Provide additional support for pupils with disabilities with transition from Y6 to Y7 to ensure progress with learning and well being is not adversely affected by the change in schools.	Support planned for pupils during the transition period – Summer Term and Autumn Term	SENCO	From Sept 2014	Smooth transition for identified pupils.
Disability Equality	Ensure all classrooms and shared areas of school provide consistent support for pupils with ASD accessing mainstream provision.	Agreed support strategies are evident in all school areas e.g. visual timetables	SENCO	From Sept 2014	Children with ASD access mainstream provision and are happy and successful in their integration.
Disability Equality	Identify disabled parents/carers and provide additional support to help them to play a full part in the life of the school	Attendance at school events such as Parents Meetings	Member of SLT leading on parental involvement	From Sept 2014	Attendance at school events such as Parents Meetings

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators

10. EQUALITY ACTION PLAN

Foster good relationships					
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different ethnic groups and religious groups within Darlington communities	Teachers' planning and pupils' work in books and in displays indicates a range of work across the school.	Member of SLT leading on PSHE	Ongoing	Children have increased awareness of different communities within Darlington.
Community cohesion	Engage hard to reach parents through offering support through the Home School Mentors.	HSM has regular contact with named families and relationships are mutually respectful.	DH	Ongoing	Meaningful, appropriate contact between school and families impacts on the attendance, attainment, achievement and well being of identified children.
Community cohesion	Provide opportunities for children to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;	Planned opportunities and school activities involving diverse Darlington communities.	Member of SLT leading on PSHE	Ongoing	Children have a developing understanding and respect for differing communities.

Check list for school staff and governors

- 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?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- 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?
- 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?
- 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?
- Does the school take part in annual events, e.g. Black History Month, Deaf Awareness Week and One World Week, to raise awareness of issues around race, disability and gender?
- 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?
- 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?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?