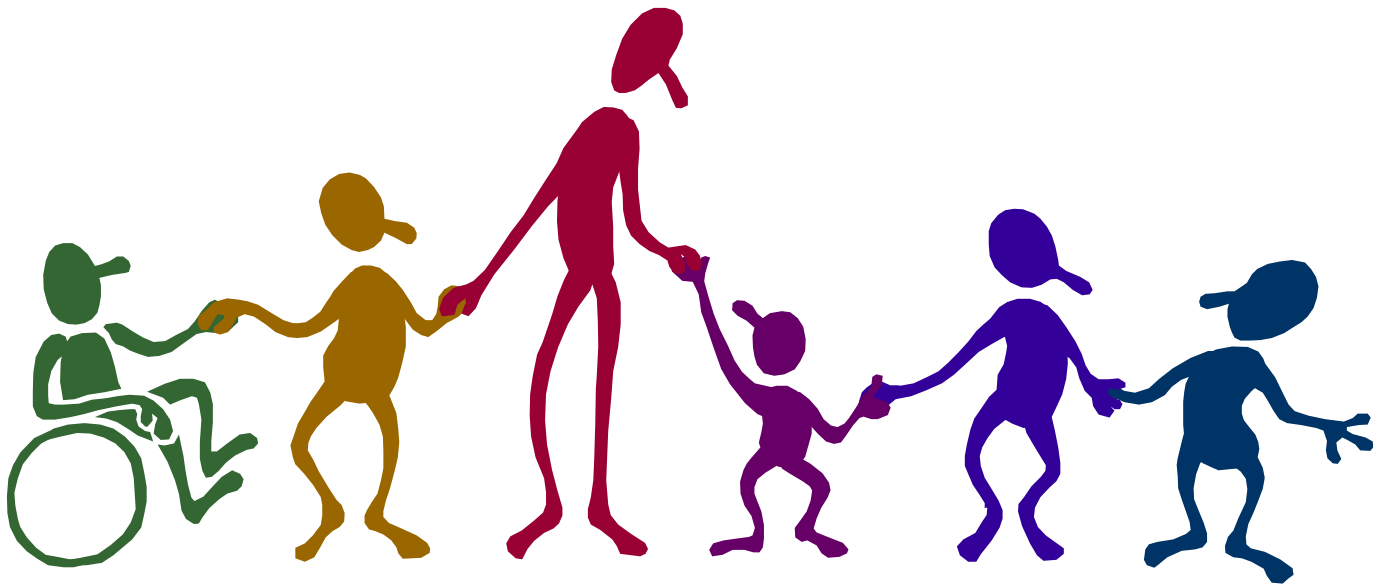


St Katherine's C of E Primary School



Single Equality Plan 2024 - 2027

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 such as 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?

St Katherine's C of E Primary School Equality Plan

- 1. Mission Statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
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 - b. Disability**
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- 6. Roles and Responsibilities**
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- 9. Publishing the plan**
- 10. Action Plan**

1. Mission statement

St Katherine's offers a caring Christian community which helps each child achieve his/her own full educational, physical and spiritual potential.

At St Katherine's C of E 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 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 St Katherine's 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 St Katherine's C of E 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

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 St Katherine's C of E Primary School will take to meet the general duties detailed below.

4a. Race Equality

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 attitude 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 will be reviewed annually. The plan will be written in conjunction with parents, governors, pupils and staff and coordinated by the Wellbeing Leads. The Equality Plan will identify our disability equality goals and the actions required to meet them.

The Equality Act 2010 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;
- 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 will be reviewed annually. The plan will be written in conjunction with parents, governors, pupils and staff and coordinated by the Wellbeing Leads. The Equality Plan will identify the school's gender equality goals and the actions required to meet them.

4d. Religion/belief

The Equality Act 2010 makes provisions for protected characteristics under religion or belief, including lack of belief.

At St Katherine's C of E Primary School our ethos centres around a care and respect for others and Christian values. It fosters an appreciation of the love and wonder of God and the premise that we are all part of God's world and each child is a 'child of God'.

We encourage students to respect the beliefs, values, attributes and life stances of others and to have respect for other cultures. Therefore, under our general duty we will:

- Eliminate discrimination on the grounds of religion or belief
- Review Staff Leave of Absence to take account of religious holidays that fall within term time. The granting of request for holiday leave for pupils on religious grounds also needs to be reviewed and established with parents/carers.

4e. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of 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.

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 annual parent questionnaire, parents' evening, parent voice;
- Input from staff surveys or 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 during 'One Plan' meetings, 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, faith or religion, sexual orientation or socio-economic background.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds on any 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 race, disability, gender, faith or religion, sexual orientation or socio-economic background.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, religion, gender, sexual orientation, disability or socio-economic background.

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 s/he is supported by the governing body in doing so.
- Ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- Ensure that all interview panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat 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 have a responsibility to:

Ensure all pupils are treated fairly, equally and with respect

Have an awareness of the school's Equality Plan

Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images

Challenge any incidents of prejudice, racism or homophobia and record any serious incidents and inform the Headteacher

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 any protected characteristic 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.

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.

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.

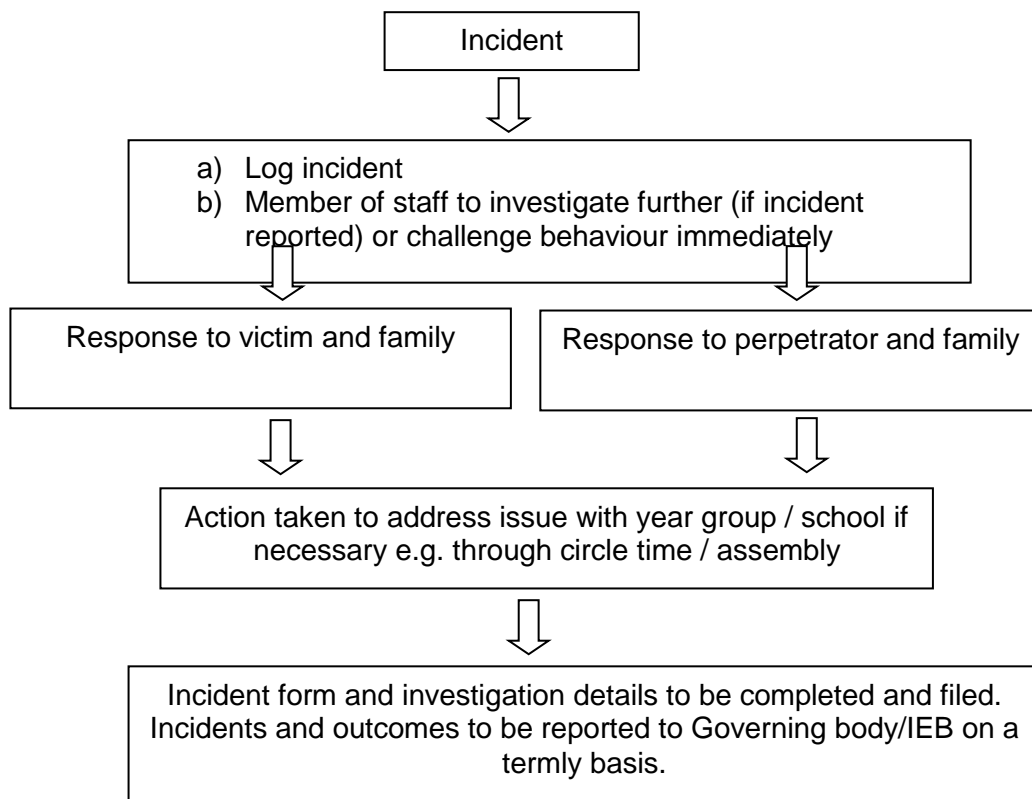
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘Any incident which is perceived to be racist by the victim or any other person.’

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.

At St Katherine's we adhere to the following procedures for responding and reporting any incidents:



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 disadvantaged groups 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 through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Date: September 2024

10. ACTION PLAN

Objectives	Success Criteria	How it will be achieved?	Who will be involved?	Cost	When it will take place?	Monitoring
To provide equal opportunities for all learners promoting good progress and outcomes for all	<ul style="list-style-type: none"> • Termly tracking and analysis of data impacts on achievement of groups • Pupil progress meetings identify interventions and support where required • Pupil achievement for equality groups above national average, and where there are gaps, these are narrowed through effective termly monitoring and intervention 	<ul style="list-style-type: none"> • Monitor pupil achievement by race, gender, background and disability • Analysis and tracking of groups completed on a termly basis • Act on any trends or patterns in data that require additional support through pupil progress meetings and intervention 	<p>Led by DHT.</p> <p>Involves HT, CTs, SENDCo and Gobs</p>	DHT time	At the end of each term	<ul style="list-style-type: none"> • SLT • Annual review by governors
Maintain and extend opportunities for 'Pupil Voice' – creating a safe environment where pupils can speak about difficult / controversial issues	<ul style="list-style-type: none"> • Pupils feel the school is a 'listening school' 	<ul style="list-style-type: none"> • Wellbeing and pupil voice sent half termly • School Council to act on responses and decide on next steps • Reintroduction of friendship benches / areas on the playground • Introduction of confidential wellbeing boxes in class • Social club incorporating well being activities 	<p>HT & DHT</p> <p>CTs</p>	Time	Ongoing	<ul style="list-style-type: none"> • SLT • Governors

10. ACTION PLAN

Objectives	Success Criteria	How it will be achieved?	Who will be involved?	Cost	When it will take place?	Monitoring
To further promote understanding and respect for differences	<ul style="list-style-type: none"> Children and staff have a good understanding of equality, diversity and racism Pupils see links to the school vision Strong relationships established with local community groups including local parish church Greater understanding and respect for differences 	<ul style="list-style-type: none"> Plan direct work for children through assemblies and the curriculum on equality Heritage day Begin to introduce the 'No Outsiders' assembly rota Allow for further discussion on key themes either in follow up sessions with the worship group or in class worship Introduce a short weekly news session on either a Monday morning or Friday PM Highlight specific events to children as part of weekly news in each class, e.g. Black History Month, Jeans for Genes day etc 	HT & RE lead All CTs	£0	Ongoing	<ul style="list-style-type: none"> SLT & Governors

