



## **Thorpe Hesley Primary School Equality Information and Objectives**

Thorpe Hesley LGB: 12/04/2021

To be reviewed: Autumn 2024 or if changes to Government guidance

### **FOREWORD**

Welcome to Thorpe Hesley Primary School's Disability and Equality Scheme. This is a good opportunity to show everyone how we will make sure that all stakeholders have the same chances as everyone else in our school.

We want to make sure everyone is allowed to be full and active member of our school and community. We will ensure that we can meet the diverse needs of all people and continue to acknowledge the skills and abilities of all people who attend, work and visit Thorpe Hesley Primary School.

**Awareness of the 9 protected characteristics are embedded in practice via the curriculum, assembly themes, extra curricular opportunities, visits and clubs. These principles pervade all aspects of school life for pupils, parents and staff alike.**

**Protected Characteristics.** The Equality Act covers the same groups that were **protected** by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

<http://www.legislation.gov.uk/ukpga/2010/15/section/4>

### **1. Our statement**

At Thorpe Hesley 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 Thorpe Hesley 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 faith or religion or socio-economic factors, or any other grounds.

Admissions to the school are coordinated by the Local Authority admissions team.

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. Prior to a decision being reached on any exclusions made there is consideration regarding discrimination.

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

This section deals with aspects of equal opportunities relating to staff at Thorpe Hesley 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
- Executive and Senior Leadership Team support to ensure equality of opportunity for all

### **4. Equality and the law**

The equality objectives in Section 10 below address our duties under current equality legislation.

The action plan at the end of this Equality Plan outlines the actions Thorpe Hesley Primary 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 taken from the Equality Act.

4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

### Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

### Duty to Promote Disability Equality

Factors of schools good at making reasonable adjustments:

- ❖ **Vision and values based on an inclusive ethos.** An inclusive vision for the school, clearly articulated, shared, understood and acted upon effectively by all, is an important factor in enabling staff to make reasonable adjustments.
- ❖ **A "can do" attitude from all staff.** The attitude of staff is fundamental to achieving successful outcomes for disabled pupils. Where staff are positive and demonstrate a "can do" approach, barriers are more easily overcome.
- ❖ **A pro-active approach to identifying barriers and finding practical solutions.** Actively identifying barriers as early as possible and exploring solutions using a practical, problem solving approach.
- ❖ **Strong collaborative relationship with pupils, parents, guardians and carers.** Schools that are effective at making reasonable adjustments recognise that parents and pupils have expertise about living with impairment and will be a major source of advice. Pupils can also be the best judges of what is effective. They can be good advocates for what worked well for them.
- ❖ **A meaningful voice for pupils.** Schools are more likely to make effective reasonable adjustments where there are strong consultative mechanisms in place for all pupils and where peer support is well developed.
- ❖ **A positive response to challenging behaviour.** Combined with an appropriate curriculum and a variety of learning activities, a positive approach of managing behaviour can enable pupils to take charge of their own behaviour and support others in taking charge of theirs.
- ❖ **Strong leadership by senior leaders and governors.** Strong schools leadership that sets a clear direction, promotes positive outcomes for disabled pupils, deploys the resources of the school to support teachers in identifying and removing barriers and keeps progress under review, makes for a school that is more effective at making reasonable adjustments.
- ❖ **Effective staff training and development.** Where staff training and development is given a high priority it can ensure that staff has the understanding, knowledge and skills required to make reasonable adjustments for a range of disabled pupils.

- ❖ **The use of expertise from outside the school.** Other agencies supplement and complement what a school can provide on its own. The schools draw on a wide range of expertise beyond the school from local schools, units and support services, from different statutory agencies and from voluntary organisations.
- ❖ **Building disability into resourcing arrangements.** Building disability considerations into everything a school does, including the way it deploys its resources, enables everyone in the school to make reasonable adjustments.
- ❖ **A sensitive approach to meeting the impairment specific needs of pupils.** A sensitive approach protects the dignity of disabled pupils particularly, but not only, in relation to meeting medical and personal care needs.
- ❖ **Regular critical review and evaluation** at pupil level, at departmental level and at school ensure that:  
Progress is monitored: Successes and failures are shared and inform the next steps; the views of pupils and their parents, guardians and carers are sought and incorporated into reasonable adjustments that the school makes.
- ❖ **The availability of role models and positive images of disability.** Where schools use a range of opportunities to provide disabled role models, children and adults, this can boost the self-esteem of disabled pupils and have a positive effect for all pupils. This can be supported by positive images of disabled children and adults in pictures, books and a range of materials used in the school.

#### **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:

- 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 (PASS)
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing Board meetings

## 6. Roles and Responsibilities

### *The role of governors*

- The Local 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 Local 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 socio-economic background, race, gender or disability.
- The Local Governing Board ensures that no child is discriminated against whilst in our school on account of their race, sex or disability. We have a Governor with responsibility for Equality who regularly meets with the Head and discusses practice.

### *The role of the Head Teacher*

- It is the Head Teacher's role to implement the school's Equality Plan and s/he is supported by the governing Board 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 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 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 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. Staff record any incidents on CPOMs, our system – tagging these according to issue. CPOMs is regularly shared on an anonymous basis with the Safeguarding / Anti Bullying Governor.





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 Board and local authority on a termly basis.

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

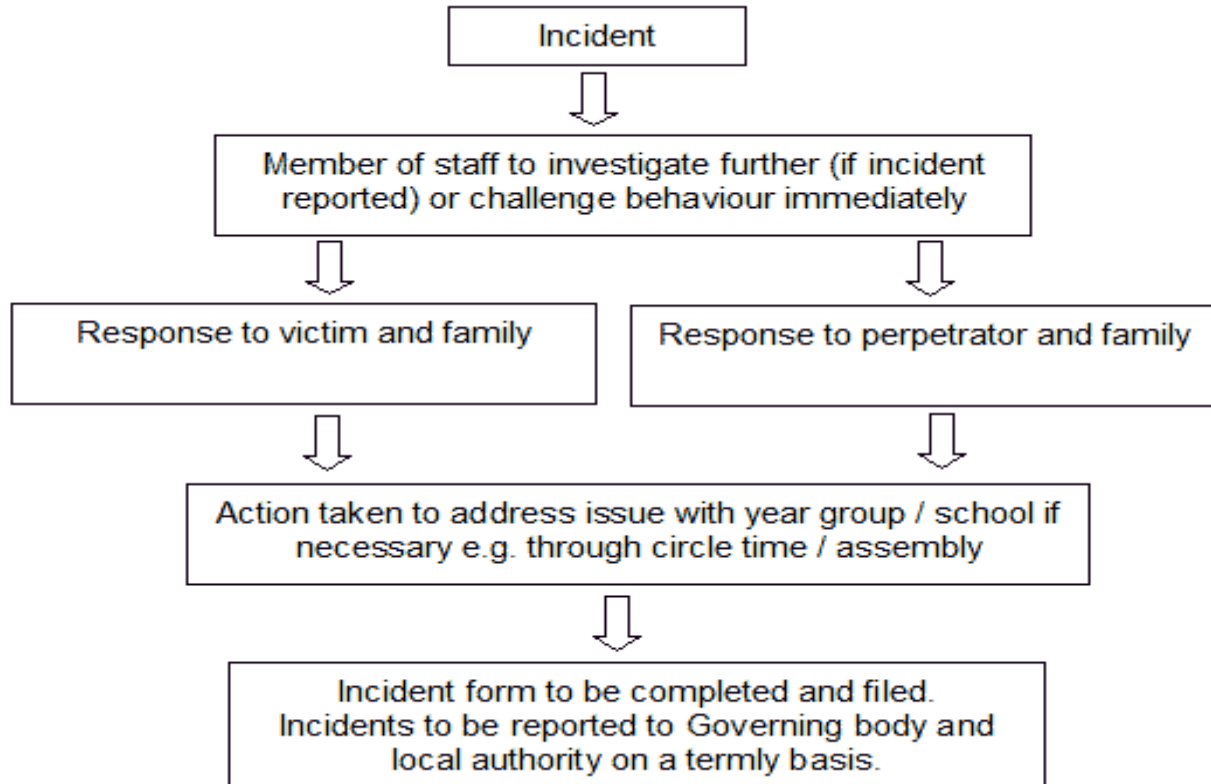
Responding to and reporting incidents

It is clear to pupils and staff how they should report incidents. All staff, teaching and non-teaching, view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:

### 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 three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### 9. Publishing the 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

## ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

**The school will ensure that:**

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;

- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring 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 by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

**The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

**PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

**The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;





- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;

## Appendix 1: Equality Objectives and Action Plan

Last Updated: 27/2/24 by the Equality and Diversity staff group during the Spring Term meeting.

Equality Objectives	Action	How will the impact be monitored?	Person responsible	Timeframe	Spring 24 Review
To ensure that the school curriculum and wider school events actively celebrate people from a wide range of backgrounds, including those who share a protected characteristic.	Ensure that the curriculum promotes role models who 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	Wider Curriculum Lead (RR)  PSHE Lead (NKF)	ongoing	Notable increase in participation and confidence of noted groups
	Recognise and represent the talents of pupils with SEND in work throughout school, and ensure representation fully reflects the school population in terms of race and gender.	Work and activities in school monitored by race, gender and disability	Inclusion Lead (LSh)	ongoing	Monitoring shows that the whole school community are represented through work on display and shared via Twitter, website etc.  Monitoring of events and extra-curricular activities shows that there is a high uptake amongst all vulnerable groups.
	Ensure that the reading material offered to children incorporates texts written by authors who share a protected characteristic and texts dealing with equality and diversity (both implicitly and explicitly).	Continued monitoring by the English Team, including pupil and staff voice.	English lead (ABI)	Ongoing	New reading spines are embedded across all year groups which ensure a good range of authors and themes. The children have responded well to these. In the Aut 23 Parent survey, 100% of parents/carers agreed that we promote a love of reading, with 86% strongly agreeing.

	Ensure that RSHE is taught effectively across school.	Continued monitoring, including staff and pupil voice, work scrutiny, lesson drop-ins and MTP checks.  Shared staff CPD.	PSHE/RSHE Lead (NKF)	ongoing	Monitoring shows that both PSHE and RSHE are being taught well right across school and attainment and progress are strong. Staff voice shows that staff feel confident teaching these areas.
To engender an open culture of understanding, inclusivity and positivity throughout school.	Continue to publish and promote the Equality objectives and Equality Plan through the school website, newsletter and staff meetings. All staff and advisors to be made aware of this plan through advisory group meetings and staff meetings.	Results and comments in staff and parent annual surveys.	Headteacher	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, assemblies and events and creating class room displays. Parents are aware of the Equality objectives and school's work in this area is celebrated in the newsletter, via Twitter and on the website. Actions regularly updated.
	Regular meetings with Head Teacher and Chair of Advisory Group – Safeguarding, Equality and Anti-Bullying Governor	Termly reports submitted to the Advisory Group by the Chair	Chair of Governing Board	Termly	Reports submitted to Governing Board and appear in minutes.
	Set up a staff Equality and Diversity Group to meet termly	Minutes from termly meetings	Headteacher	Termly	The staff Equality and Diversity group was set up in the Autumn Term and meetings have been held in both the Autumn and Spring Term. There are

					currently 6 staff members.
To ensure the whole school community have equal access and opportunities to achieve in all areas, including academic and wider school life.	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability where applicable on a termly basis	Inclusion Lead, SLT, Class Teachers	ongoing	Analysis of attainment and progress data shows that all pupil groups continue to make good progress. Where individual issues are identified, these are acted on.
	Ensure all reasonable adjustments are made to ensure full accessibility to all pupils, staff and visitors.	Termly site inspections  PEPs in place where required and reviewed regularly  All EHCPs, SEN Support Plans and Care Plans to be reviewed termly	Site Manager, Inclusion Lead, Headteacher	Ongoing	Three electronic disabled doors (one / two in each building) now on a service plan. Termly site inspections completed and recorded. There is currently one PEP in place which is reviewed annually or more if required. All EHCPs, SEN Support Plans and Care Plans reviewed termly.
	School Community consulted on disability access	Regular note in newsletter asking if parents / carers have any issues with disability access.	Head Teacher, Office Staff	Ongoing	Driveway access available to parents / carers under permit scheme