



Roeclyffe CE Primary School

Equality Action Plan and Consultation Plan 2022 - 2025

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters which a school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Having 'due regard' to the need to advance equality of opportunity is further defined in the Equality Act 2010 as 'having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation where it is disproportionately low.'

There are certain exceptions within the Equality Act to the discrimination provisions for schools with a religious character including content of the curriculum, collective worship and admissions. The school must meet the two specific duties which are to:

- publish information to demonstrate compliance with the general duties, at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School Development Plan. It can also refer to national and other surveys and benchmarking. The school will, generally, have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information in order to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

The duty to have due regard to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects. Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. The DfE advises that schools which were already compliant with previous equality legislation should not find major differences in what they need to do. In order to ensure that the school

makes explicit its compliance and remains focused on improving outcomes an Action Plan has been drawn up which will be addressed through the mechanism of the School Development Plan (Strategic Plan). This will secure consistency, enable effective self-evaluation and support robust and rigorous school improvement. We recognise that there are significant overlaps between fulfilling the Equality Duty and meeting the requirements of the school inspection framework. In fulfilling our legal obligations we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity
- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- observe good equalities practice, including staff recruitment, retention and development
- remove or minimise existing inequalities and barriers
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this
- policy and that intervention, positive and preventative action is funded appropriately.

We believe that promoting equality is the responsibility of everyone in the school community. The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on the analysis of our data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

How is Equality reflected in our policies and procedures? How do we consult about equality?

- Before introducing important new policies or procedures, we consult with our school community and carefully assess their impact on equalities.
- We have rigorous safeguarding policies in place to tackle bullying in all forms.
- We have an Accessibility Plan in place to ensure that all pupils have a fair and equitable environment.
- There is coverage within the curriculum to promote each child's understanding of equality issues including community cohesion, gender roles, spiritual, moral, social and cultural development.
- Curriculum resources represent a growing variety of ethnicities, religions and cultural backgrounds.
- We are an LGBTQ Beacon school after our work with Barnardos.
- We are a UNICEF Rights Respecting School and we actively promote the Rights of the Child.
- All reasonable adjustments are made to ensure that our physical environment and our curriculum is accessible to all pupils.

How is our community consulted and involved in ensuring equality?

- Staff are always in the playground before and after school for parents to talk to.
- Our newsletter reminds parents about what is happening in school and about our values of the half term.
- We have procedures for consulting and involving parents in all aspects of school life and we have due regard for the Equality Act when responding.
- We have procedures for collective pupil views and for finding out how pupils think and feel about school.
- Our SEND offer – termly meetings with parents and pupils on the SEND register – collecting parent and pupil views.
- Parent Information Evenings – curriculum evenings, RSE consultation meetings etc.

What we aim to do

Action	Person responsible	Timescale	Resources	Impact of our work
To promote understanding and respect for differences.				
To encourage tolerance and eliminate discrimination.				
Identify opportunities in our curriculum to look at other cultures/ countries.				
Study famous people from ethnic minorities with a variety of abilities and celebrate their diversity.				
Use of collective worship as an opportunity to celebrate festivals of a range of cultures and countries.				
Use events like the World Cup, Olympics, as an opportunity to explore other cultures.				
Ensure that toys, displays, books reflect a range of people from different cultures, whilst avoiding stereotypes.				

SLT Ongoing Planning opportunities

Books and toys that have been carefully audited.

Greater understanding and respect of differences. Issues are covered through lessons - PSHE, collective worship and staff CPD.

The school vision and values (CHAMPS) - promote respect for the differences.

To extend pupils' understanding of the range of peoples, cultures and religions Curriculum overview and RE scheme of work to be monitored to ensure coverage.

Plan and celebrate Black History Month, International celebration, Pride Month and cultural festivals.

Extend visitors to assemblies to include a range of faiths.

To invite representatives of different religious groups.

All staff Ongoing NYCC RE Syllabus RE Intent and LT planning

All subject leaders

An RE curriculum that gives children the opportunity to develop understanding of the diverse society that we live in – especially important in our schools as they are predominantly white, British.

What we aim to do

How?

Person responsible Timescale Resources Impact of our work

To break down barriers to perceptions of disability.

To ensure that our Accessibility Plan is fit for purpose

Celebrate the achievements of different disabled role models nationally and globally.

Ensure a range of visitors enable pupils to engage positively with disabilities.

Ensure that pupils are aware of 'hidden disabilities' and about tolerance and equity – that some neuro-diverse pupils might need adaptations such as sensory breaks or the use of ICT SENCO All staff Ongoing Visitors such as Lauren Doherty

All pupils will have a positive view of disability and be aware of hidden disabilities.

To narrow the pupil premium gap in Reading, Writing and Mathematics in all year groups. Increase the number of Pupil Premium pupils working at the expected standard for their age. Monitor the achievement of Pupil Premium pupils.

Plan and deliver interventions to address gaps in learning as identified through on-going diagnostic assessment.

DHT

Ongoing

IT Gap narrowed in specific year groups and subjects (as identified through data analysis)

What we aim to do

How?

Person responsible Timescale Resources Impact of our work

To encourage our pupils to challenge gender stereotypes.

To ensure that there is a zero tolerance of derogatory language and of sexual harassment. Adults to ensure that they use positive vocabulary when speaking to children (no phrases such as 'man up' or 'cry like a girl')

Not lining up by gender or being grouped by gender.

We make sure that there is a gender balance to our pupil surveys so that we hear the voices of girls and boys equally.

Audit resources and books used in school to ensure that gender equality is represented well. Carefully consider the use of resources and stories such as Sleeping Beauty or Snow White, where the female is rescued by a prince (and kissed without consent) unless it is to challenge the stereotypes.

All staff Ongoing Books Posters around school Staff ethos and curriculum that promotes respect for genders.

All pupils will feel safe in school and know what to do if anything makes them feel unsafe or upset.

Zero tolerance of gender insults.

What we aim to do

How? Person responsible Timescale Resources Impact of our work

To promote positive images of different families.

To improve knowledge about different sexual orientation.

To ensure that our RSE curriculum recognises diverse family structures.

Diversity Dictionary – shared at home

Resources that reflect diverse family set ups including posters around school.

Barnardos LGBTQ work.

All staff

Ongoing

Variety of books showing

Pupils and staff recognise that all families look different.

Being able to use the correct vocabulary when discussing sexual orientation.

To improve community cohesion and to achieve a greater awareness of national and community identity.

To embed British Values through our curriculum.

To monitor and promote the involvement of all pupils in clubs.

Reviews of all subjects to ensure that British Values are embedded in all subjects – subject reviews and audits.

Monitor levels at extra-curricular events – SEN, PP RRSA work and Global Neighbours

Subject Leader Teams All staff Ongoing RRSA award Global Neighbours Award

To have a sense of community and to include all members of our community.

To promote tolerance and acceptance of diversity.