



# Vane Road Primary School

## Single Equality Plan

Adopted July 2021  
Review July 2025

Signed by Chair of Governors:

Key contact: Miss Rachel Wren



**Amendment tracker**

<b>Date</b>	<b>Change and comments</b>	<b>Location</b>

**Related Policies:**

- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy

## Rights Respecting

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

**Article 23 (children with a disability)** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### 1. School Ethos

At Vane Road 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 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 Vane Road 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 in our Equality Action Plan, the school operates equality of opportunity in its day to day practice in the following ways and this will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

## 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). We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

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 against 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, PSHCE lessons, Pupil Questionnaires ;
- Issues raised in annual reviews or reviews of progress, One-plans, mentoring and support;
- Feedback at Governing body meetings.

## **6. Roles and Responsibilities**

### **The role of Governors of The Archway Federation**

- 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 trustees and 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.
- Through rigorous monitoring 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 Executive Head Teacher**

- It is the Executive Head Teacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

- It is the Executive 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 Executive 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 Executive 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 Executive 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 of School.
- Teachers support the work of ancillary and 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 the Head of School/Executive Head Teacher where necessary. All incidents are reported to the Head of School and racist incidents are reported to the governing body and local authority on a termly basis. Incidents are recorded on CPoms for incidents involving children and on the Low Level Concerns recording form or reported to the LADO in the case of staff/adults.

### **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:

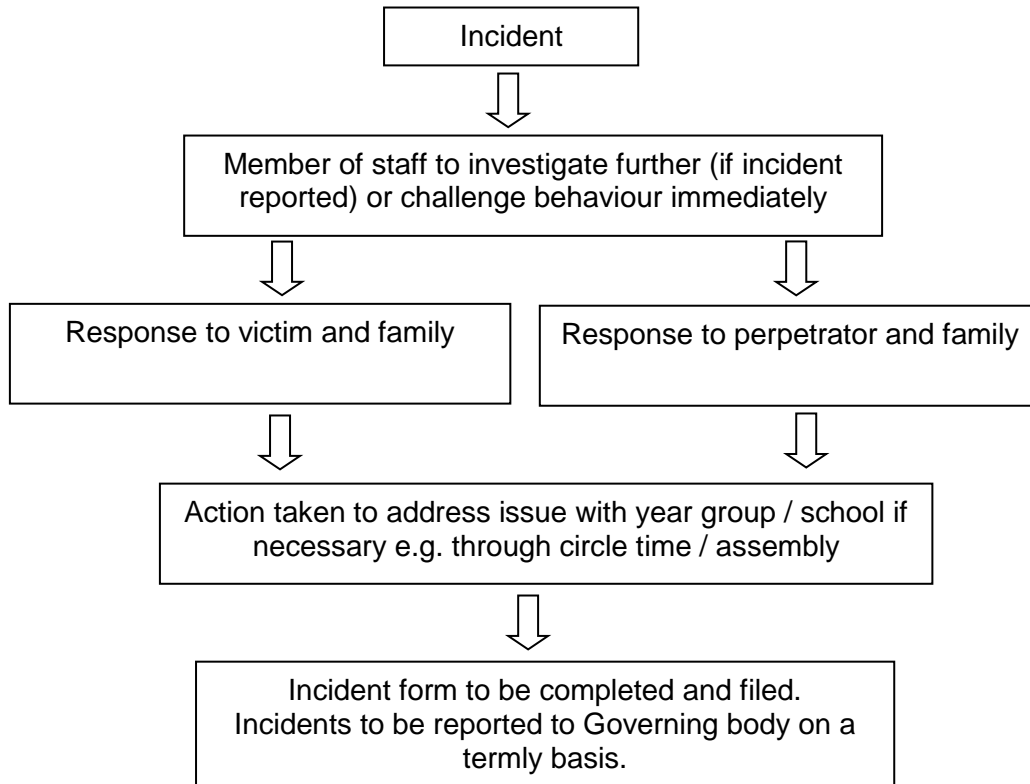
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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.

We recognise that social media may be used in perpetrating discriminatory incidents.

### **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
<b>All</b>	Publish and promote the Equality Plan through the school website, newsletter, staff meetings, Rights Respecting School Meetings and School Council meetings.	Staff, children and parents know about our commitment to equality and this is demonstrated throughout school.	HoS/DHT	On-going	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
<b>All</b>	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	HoS/DHT through their curriculum leadership and development	From September 2021	Notable increase in participation and confidence of targeted groups
<b>All</b>	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Children are more aware of diversity	HoS/DHT	From September 2021	More diversity reflected in school displays across all year groups
<b>Eliminate discrimination</b>					
<b>Race Equality</b>	Identify, respond and report racist incidents. Report the figures to the Governing body on a termly basis.	The HS/ 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 decrease in incidents,	HoS /Governing body	Reporting in HoS's report to govs termly	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is

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		can repeat perpetrators be identified, are pupils and parents satisfied with the response?			challenged by the Governing Body
<b>Advance equality of opportunity</b>					
<b>All</b>	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	HoS/DHT Governing body	Termly in Pupil Progress Meetings, reported to GB	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
<b>All</b>	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.	HoS/DHT	Ongoing	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
<b>All</b>	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	DHT	From September 2021	Analysis of such events indicates it reflects the school's diversity
<b>All</b>	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	HOS/DHT and Pastoral lead	From Sept 2021	All groups are represented in School Council and Right Respecting Team.
<b>All</b>	Provide an appropriate range of extended school activities, such as Breakfast Club and After School Clubs, to cater for the needs and	Attendance at After School Clubs is monitored for race, gender and	HoS/DHT	From Sept 2021	All groups are represented at extended school

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
	interests of all school groups,	disability			activities
<b>Gender Equality</b>	Introduce initiatives to encourage boys to engage more positively with reading/writing activities.	Increased participation of boys in reading activities in and out of school.	Literacy Leader	From September 2021	Boys' attainment and achievement in reading & writing improves across the school.
<b>Gender Equality</b>	Provide a curriculum which engages and interests boys including outdoor education.	Revised curriculum plan.	HoS	From Sept 2021	Fewer boys are excluded or appear on behaviour tracking. Attendance of boys improves.
<b>Disability Equality</b>	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 2021	Smooth transition for identified pupils.
<b>Disability Equality</b>	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	Pastoral Manager	From Sept 2021	Attendance at school events such as Parents Meetings

## 10. EQUALITY ACTION PLAN

Foster good relationships					
<b>Community cohesion</b>	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.	DHT	Ongoing	Children have increased awareness of different communities within Newton Aycliffe.
<b>Community cohesion</b>	Engage hard to reach parents through offering support through the Pastoral Manager.	Pastoral Manager has regular contact with named families and relationships are mutually respectful.	DHT	Ongoing	Meaningful, appropriate contact between school and families impacts on the attendance, attainment, achievement and well being of identified children.
<b>Community cohesion</b>	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 Newton Aycliffe communities.	DHT	Ongoing	Children have a developing understanding and respect for differing communities.

## Check list for school staff and governors

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- 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?
- 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?