



# Boothville Primary School

## Single Equality Plan

September 2022

Boothville Primary School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instill in our pupils and community a strong understanding of right and wrong, including the importance of inclusion, acceptance and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Through the creation of this Plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. The current summary of equality-based actions being undertaken by the school is set out in annex A. This Plan will be reviewed at least every four years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

## **School profile**

We are a larger than average sized primary school – capacity of the school is 630 pupils alongside our 52 place FTE equivalent Nursery. We are a community primary school that serves the locality but also takes pupils from a wide catchment across the Boothville area and beyond.

Year	All	Boys	Girls	FSM (ever 6)	FSM	CLA	SEND (EHCP)	SEND (other)	EAL
Nursery	25	14	11	0	0		0		2
Year R	82	48	34	1	1		3	2	9
Year 1	89	38	51	16	16		1	16	15
Year 2	89	48	41	15	15		2	8	16
Year 3	89	42	47	17	17	1	2	17	14
Year 4	90	43	47	22	22			20	27
Year 5	84	41	43	17	17	3	3	22	21
Year 6	90	45	45	22	20	2	1	13	17

Information correct as of 7<sup>th</sup> September 2022

## Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The headteacher has the day-to-day responsibility for coordinating the implementation of this Plan.

### The governing board

The governing board will:

- create and approve this Plan with the help of the headteacher and ensure that is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives as set out in this Plan
- monitor and evaluate the effectiveness of the Plan on a regular basis and make any amendments to improve on the Plan when and where necessary
- nominate a named governor to oversee the implementation of the Plan, monitor equality outcomes, and regularly report back to the rest of the governing body

- ensure that parents are informed of any incident related to this Plan which could directly affect their child

## **The headteacher and senior leadership team**

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the Plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the Plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

## **Staff**

School staff will:

- ensure that they are up to date and aware of the contents of this Plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary.

## **Pupils**

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

## **Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with this Plan and support the Plan by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to this Plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow this Plan when visiting the school.

## **Key groups at risk**

Whilst the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

## **Promoting equality and social awareness in school and within the local community**

### **Community cohesion**

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

## **Pupil voice**

Through our support of pupil voice, we encourage our children to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through pupil voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

## **Recruitment**

Boothville Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. We acknowledge that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this Plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

## **Staff**

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made because of merit and ability and in compliance with the law
- staffing of the school reflects the diversity of our community wherever possible
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce including the duty to make reasonable adjustments
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

## **Staff discipline and suspension**

Boothville Primary School is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our staff discipline, conduct, and grievance policy. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal or any other disciplinary action.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's staff appraisal policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's policies relating to equality.

## **Behaviour, exclusions and attendance**

The school behaviour policy takes full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for pupils with SEN and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will act to address any concerns that arise in this area.

## **The curriculum**

Equality is explored as a means of personal and social development. This is prominent in our PSHE curriculum but may be discussed within other subject courses as appropriate.

## **Monitoring and review**

This plan will be reviewed at least every four years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

### **Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor this Plan. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress data relating to different groups
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum and how they make choices

between subject options

- sports and activities choices of all groups
- uptake of the extended school offer by group
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development, and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the headteacher/senior leadership team will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

## **Outcomes**

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.



## ANNEX A

	Priority	Actions	Who is responsible for implementation	Timeframes	Expected outcomes/Impact
All	Publish and promote equality plan on website, newsletters etc	Include reference in annual survey of parents/staff	Headteacher	Annually	Staff aware of aims of policy and implement them throughout school. Parents acknowledge plan and question impact in survey
All	Ensure all pupils make good progress from their starting points	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	Head teacher / Governing body	Termly	Achievement data analysed by race, gender and disability  Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups
Race Equality	Ensure that adult role models are reflective of a range of cultures	Promote race equality through staff appointment procedures  Invite a wide range of visitors to school where possible  Ensure that the curriculum provides opportunities to learn about different cultures within this country and globally	Headteacher  All staff  Curriculum leaders	Ongoing	Our school reflects the diversity of our community  A range of visitors in school are reflective of differing races and cultures  Curriculum reflects the school community. Resources around the school reflect race and equality awareness

Disability Equality	Break down barriers to perceptions of disability	<p>Celebrate the achievements of disabled role models nationally and globally</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p> <p>Provide information in a variety of formats</p>	Headteacher All staff	Ongoing	<p>Celebrate inclusion and diversity through assemblies</p> <p>A range of visitors in school who have disabilities</p> <p>School office make appropriate provision when required</p>
Gender Equality	<p>Ensure the school promotes gender identity</p> <p>Continue to create engaging learning opportunities that promote achievement for boys and girls</p> <p>To close gaps in attainment</p>	<p>Apply the principles of equal opportunities and gender equality to recruitment selection process</p> <p>Focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms</p>	Headteacher All staff	Ongoing	<p>A balance of male and female role models throughout the school</p> <p>Library has sufficient texts to support both genders</p> <p>School ethos and curriculum promotes respect for differences within the school community</p>
Community Cohesion	<p>Achieve a greater awareness of national and community identity. Embed British Values throughout the curriculum.</p> <p>To monitor and</p>	<p>Subject reviews to audit community, national and global coverage.</p> <p>Monitor levels</p>	Subject leaders SLT	Ongoing	<p>The planned curriculum represents national and global community learning opportunities as well as reflecting British Values.</p> <p>Increased</p>

	promote the involvement of all pupils in school extra-curricular activities	of attendance at extra-curricular activities and events by pupil groups. Promote to specific pupils through parental discussion			numbers of pupils attending clubs and activities
Sexual Orientation	Ensure that PSHE/HRE recognises diverse family structures	Ensure all staff respond appropriately to questions raised by children.	All staff	Ongoing	Pupils and staff recognise that families are made from a range of gender and sexual orientations
Religious belief	Ensure all tolerance	Staff police and induction procedures to raise awareness of sensitivity towards diverse religious beliefs.  Pupils show tolerance towards all differences	All staff	Ongoing	School ethos is recognised and supportive of diversity
Age	Ensure staff profile is representative of all ages	Employment guidelines are followed	Headteacher Governors	Ongoing	Employment law adhered to.
Training	Provide training for all staff and governors on Equality and Diversity	Provide training time for equality and diversity – Optimus	Head Governors All staff	Summer and Autumn 2021	All staff and Governors are aware of legislation and responsibilities of all stakeholders