



Equality Plan

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1. Introduction

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils and staff because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

The following exemplar policy guidance and equality action plan are intended to support schools to produce their own Single Equality Scheme to meet the requirements of the Equality Act 2010.

2. Equality & the Law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race

- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides for pupil access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

3. Mission Statement

At the James Cambell Primary School we are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that our diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Implementing the Equality Mission Statement Providing High Quality Teaching and Learning

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use support to groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others' cultures.
- Seeking the positive involvement of all parents / carers in their child's education.

- Encouraging discussion of equality issues which challenge social stereotypes, expectations and their impact upon learning.

4. The Central Role of all Staff

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Our pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are totally unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

The Role of the Headteacher

The Headteacher has overall responsibility for the implementation of our school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

The Role of School Governors

The school governing body sets out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

5. Equality Plan

It is a requirement that the development of the school equalities 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 utilising:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings and/or governors' parent-consultation meetings.
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

Publishing the plan

In order to meet the statutory requirements to publish a Single Equality Scheme and 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 paper copies available for all interested parties.

6. Monitoring arrangements

This policy will be reviewed by the head teacher annually.