



Equality Scheme **2018 - 2021**

Overarching statement

- In accordance with our *mission statement and vision and values statement*, we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The Governors are responsible for:

making sure the school complies with the relevant equality legislation and for ensuring that the school Equality Scheme and its procedures are followed.

The Headteacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Headteacher is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing and following our Equality Scheme. (this will be made available to them if appropriate)

Race Equality Plan 2018 - 2021

1. Introduction

This plan sets out how Wilson Primary School will work to promote race equality. This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

2. Ethnic monitoring

The attainment and progress that all children make are monitored 6 times a year. Our ethnic minority and EAL groups are monitored as part of this. If any group or individual is underachieving this is identified quickly and interventions are planned to tackle these.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Equality Act 2010

- Race Equality Policy
- Equal Opportunities Policy

The outcomes of this were:

- Both policies were reviewed in March 2018 and shared with staff, pupils and governors
- Keeping the principles of these policies a high profile so that the whole school community is abiding by these principles

These policies will be reviewed every 3 years.

4. Action Plan to address the General Duty to promote race equality

Actions	By whom	When	Evidence that it is completed
i. Promote equality of opportunity	Head Deputy Governors	Termly x6	<ul style="list-style-type: none"> • Tracking data of different groups across the school • PPM's • Pupil interviews • Pupil progress meetings
ii. Eliminate unlawful discrimination	Head Bursar Governor on interview panel	Ongoing	<ul style="list-style-type: none"> • Guidance on short listing and interviews regarding equal opportunities is followed • Short listing anonymous applications • All applicants asked the same questions
iii. Eliminate racist harassment	Head All staff	Termly x3	<ul style="list-style-type: none"> • Racist incident reporting • Records sent to LA • Pupil views
iv. Promote good relations between different ethnic groups	Head PSHE co-ordinator	Ongoing	<ul style="list-style-type: none"> • Global citizenship work • Special days – Black History Month • RRS • International day • Pupil interviews

5. How policies and practice are monitored

Policies are reviewed every three years. Practice and principles within the policies are monitored on a termly basis and discussed in team meetings/TA meetings

6. How information gathered is used

Information is used to change and improve practice. If an incident requires the policy to be updated sooner than the planned review this will happen.

7. Staff development

Regular training from equality services ensures that all staff are up to date on the strategies that work best for our BME and EAL children.

8. Annual reporting

This action plan is reviewed annually

9. The next race equality plan in 2021 will build upon this plan's actions, the results of monitoring, and other information.

Disability Equality Plan 2018 - 2021

1. Introduction

This plan sets out how Wilson Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

2. Impact Assessment

The following policies/plans have been assessed in regard to the general duties under the Equality Act 2010

- Equal Opportunities Policy
- Special Needs Policy

The outcomes of this were:

- Reviewed to reflect current and improved practice
- See separate Access plan

The SEN policy will be reviewed annually and the Equal Opportunities Policy every three years.

3. Action Plan to address the disability equality duty

Actions	By whom	When	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons	Head Deputy Governors		see Access Plan
ii. Eliminate unlawful discrimination	Head Bursar Governor on interview panel	Ongoing	<ul style="list-style-type: none"> • Guidance on short listing and interviews regarding equal opportunities is followed • Short listing anonymous applications • All applicants asked the same questions • LA admissions policies
iii. Eliminate harassment related to disabilities	Head All staff	Ongoing	<ul style="list-style-type: none"> • Incident reporting • Pupil views
iv. Promote positive attitudes to	Head		<ul style="list-style-type: none"> • Global citizenship/community cohesion work

disability	PSHE co-ordinator		<ul style="list-style-type: none"> • RRS • Pupil interviews
v. Encourage participation by disabled people	Head Deputy KS managers	Termly	<ul style="list-style-type: none"> • Club records • Swimming/other trip records • All children to access the National Curriculum
vi. Take steps to take account of disabled people's disabilities	Head Deputy KS managers	Before every event	<ul style="list-style-type: none"> • Part of planning process for events • Risk assessments • Access plans
Other actions <ul style="list-style-type: none"> • Educational Opportunities • Achievements, e.g: School Trips • Participation in all activities and services school provides • Pupils in position of Responsibility • Work Experience 	Head Deputy	Policy review annually	<ul style="list-style-type: none"> • Aim for all children to take part regardless of disability • Plans in place to ensure this happens • Equal opportunities policy

6. How policies and practice are monitored (e.g. employment issues, attainment of disabled pupils)

Procedures used for the employment of new staff are monitored by the governors. The attainment and progress of pupils with a disability are tracked six times a year. Any under achievement is identified quickly and appropriate support/intervention is put in place to tackle this

6. How information gathered is used

Information is used to change and improve practice. If an incident requires the policy to be updated sooner than the planned review this will happen.

7. Staff development

Regular training ensures that all staff are up to date on the strategies that work best for all groups of children. E.g. ASD training

8. Annual reporting

This action plan is reviewed annually

9. The next disability equality plan in 2021 will build upon this plan's actions, the results of monitoring, and other information.

Gender Equality Plan 2018-2021

1. Duties

This plan sets out how Wilson Primary School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

2. Impact Assessment

The following policies/plans have been assessed in regard to the schools' duties under the Equality Act 2010

- Equal Opportunities Policy

- Anti bullying policy

The outcomes of this were:

- Reviewed to reflect current and improved practice

This policy will be reviewed every 3 years.

3. Action Plan to address the Gender Equality Duty

Actions	By whom	When	Evidence that it is completed
i. Eliminate unlawful sex discrimination	Head Bursar Governor on interview panel	Ongoing	<ul style="list-style-type: none"> • Guidance on short listing and interviews regarding equal opportunities is followed • Short listing anonymous applications • All applicants asked the same questions • LA admissions policies
ii. Eliminate harassment related to gender	Head All staff	Termly x3	<ul style="list-style-type: none"> • Incident reporting • Pupil views
iii. Promote equality of opportunity between men and women	Head PSHE co-ordinator	Ongoing	<ul style="list-style-type: none"> • Global citizenship/community cohesion work • Pupil interviews • Recruitment procedures/records
iv. Promote equality of opportunity between boys and girls. Other actions: e.g. curriculum, monitoring boys' and girls' attainment, underachievement anti-bullying policies to tackle sexist bullying, attitudes to violence, health initiatives, sport, gender stereotyping	Head Deputy KS managers	Policy review annually	<ul style="list-style-type: none"> • Club records • Swimming/other trip records • All children to access the 2014 National Curriculum • Tracking of gender issues • Anti bullying policy/behaviour and bullying records

4. Gender monitoring

Procedures used for the employment of new staff are monitored by the governors. The attainment and progress of all pupils are tracked six times a year with a particular focus on gender. Any under achievement is identified quickly and appropriate support/intervention is put in place to tackle this

5. How information gathered is used

Information is used to change and improve practice. If an incident requires the policy to be updated sooner than the planned review this will happen.

6. Staff development

Regular training ensures that all staff are up to date on the strategies that work best for all groups of children. E.g. girl's maths and boy's writing

7. Annual reporting

This action plan is reviewed annually

8. The next gender equality plan in 2021 will build upon this plan’s actions, the results of monitoring, and other information.