



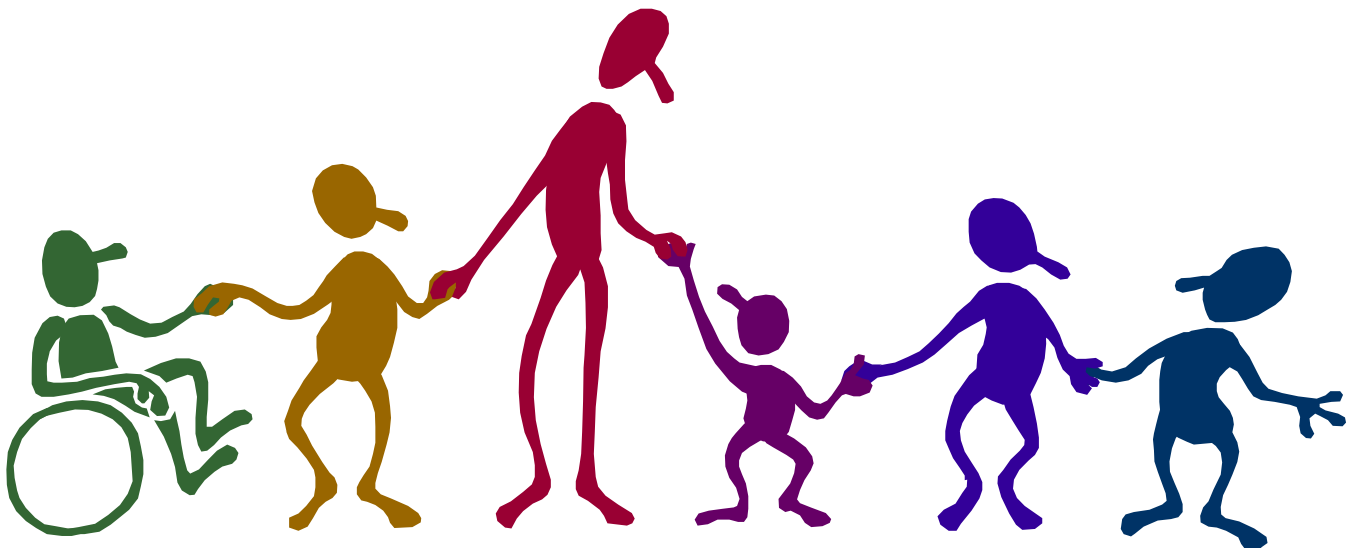
# Ryedene Primary School and Nursery

**'Growing together to succeed'**

## Equality Policy & Action Plan

2024-2027

This is a working document which will be monitored and reviewed annually.



# Ryedene Primary and Nursery School

## Equality Policy

### Relationship to other policies

This policy relates to the equality, health and safety, SEND, curriculum, child protection, recruitment and pupil discipline policies and Accessibility Plan..

1. Mission Statement
2. Policy Statement
3. Statutory Requirements
4. Mainstreaming equality into policy and practice
5. Equal Opportunities for Staff
6. Equality and the Law
  - Race
  - Disability
  - Gender
  - Sexual orientation
  - Community cohesion
7. Consultation
8. Roles and Responsibilities
9. How we Chose our Equality Objectives
10. Tackling Discrimination
11. Review of Progress and Impact
12. Publishing the Plan
13. Action Plan

### Our Aim:

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Ryedene Primary school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.

Ryedene Primary School is an inclusive school.

### 1. Equality Mission Statement

- At Ryedene 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 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 able to participate fully in school life.

- We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will endeavour to enable every pupil to:
  - Participate in a full, balanced curriculum that takes into account the wide variety of the world's racial, ethnic, cultural and religious groups
  - Recognise and challenge racism, racial discrimination and stereotyping
  - Begin to develop the knowledge, understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.

The achievement of pupils will be monitored by race, gender and disability 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 Ryedene Primary and Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Policy Statement

- a) In accordance with our vision statement we pledge:
  - To respect the equal human rights of all our pupils, be they past, present or future
  - To educate them about equality
  - To respect the equal rights of our staff and other members of the school community
  - To not tolerate discrimination (direct or indirect), harassment or victimisation.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
  - Ethnicity
  - Religion or belief
  - Socio-economic background
  - Gender and gender identity
  - Disability
  - Sexual orientation
  - Age
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
  - Ethnicity
  - Religion or belief
  - Socio-economic background.

## 3. Statutory Requirements

The objectives in Equality Scheme Action Plan (section 11) address our duties under the following legislation:

- Equality Act 2010
- Special Educational Needs and Disability Act (SENDA) 2001 (Access)

- Education and Inspections Act 2006 (Community Cohesion)

They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

At Ryedene Primary School, staff and governors are committed to providing the means by which children can fully develop academically, socially, spiritually, emotionally, creatively, morally and physically in a healthy environment designed to recognise the needs of each individual child and provide them with the opportunity to achieve their highest potential.

At Ryedene Primary School we will take *reasonable steps* to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.

We are not required to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by planning duties.

#### **4. Mainstreaming Equality into Policy and Practice**

As well as the specific actions set out in the attached action plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

##### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

##### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective Learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

##### **Promoting Equality: The ethos and culture of the school**

- At Ryedene Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### 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 for Learning Policy and the Exclusion Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## 5. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Ryedene Primary School

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. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### 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 and particularly when allocating Teaching and

Learning Responsibilities (TLR) 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
- Leadership Team support to ensure equality of opportunity for all.

(see Equalities Policy for further practices)

## 6. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Ryedene Primary and Nursery School will take to meet the general duties detailed below:

### Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

### Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## Legal Duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

### Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years.

## Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

### Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women.

### Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years.

## Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

## Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The school will make special dispensation for leave of absence for religious observances. This duty came into force on 1 September 2007.

## 7. 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' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, whole school pupil surveys
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at governing body meetings.

## 8. Roles and Responsibilities

### Governors

The Chair of Governor takes the lead, but the governors as a whole are responsible for ensuring:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The Chair of Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.
- Monitoring progress towards the equality objectives and reporting annually.

### The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Making sure steps are taken to address the school's stated equality objectives and evaluating impact;
- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them and comply with 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 prejudice-related incidents;

- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

## Staff

All staff are responsible for:

- The implementation of the school's equalities policy and schemes;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination;
- Promoting equality and community cohesion in their work;
- Fostering good relations between groups
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities and keeping up to date with equalities legislation
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

## 9. 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 a class teacher / Headteacher where necessary. All incidents are reported to the Head Teacher or Deputy Head and racist incidents are reported to the governing body and local authority on a termly basis.

### 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'.

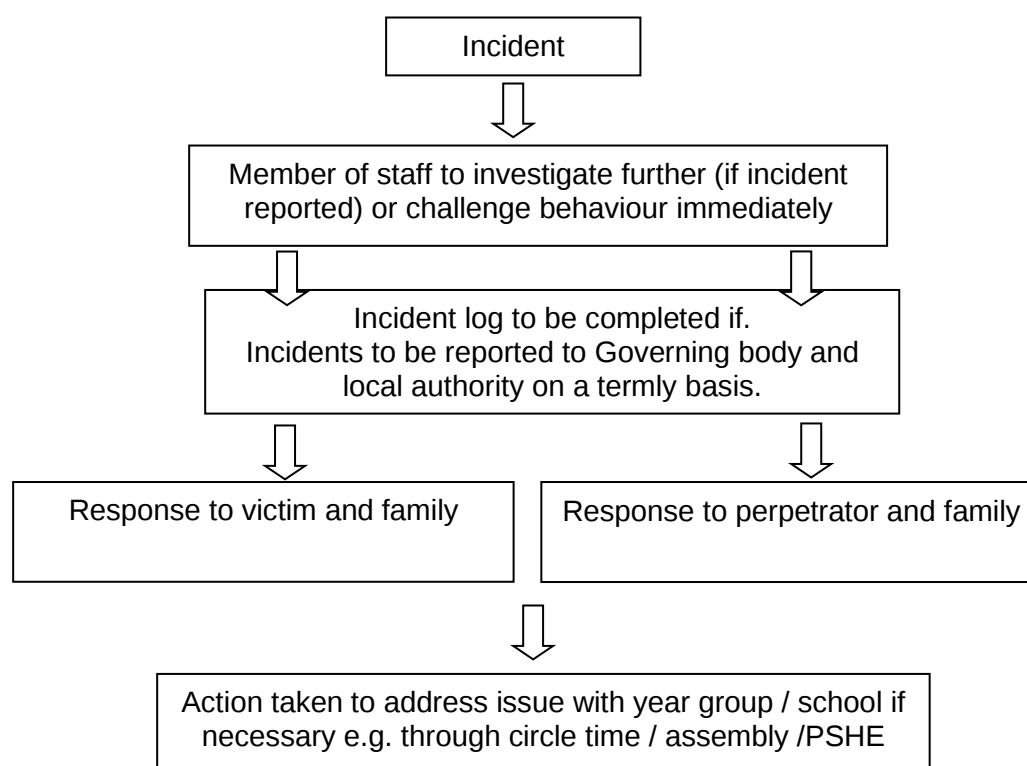
### Types of discriminatory incident

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.

### 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.



### 10. Review of Progress and impact

The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Scheme **annually** and review the entire scheme and accompanying action plan on a **three year cycle**. In the event of new guidance being made available, this review date will be moved forward.

**Next Review Date:** July 2027

**Designated Member of Staff:** Mr A. Toomer

### **11. Publishing the Plan**

This Equality Policy and Plan fulfils statutory requirements under the terms of legislation referred to in this document. As it is a public document, the school's Equality policy and Plan will be available from the school office, an awareness of the plan will be raised through the school newsletter, assemblies, staff meetings and other communications and it will become part of our collection of school policies available on the school website. We will provide a hard copy to anyone requesting it.

### 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                                                                                                   |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------|
| All             | Monitor and analyse pupil achievement by race and act on any trends or patterns in the data that require additional support for pupils.                                               | Achievement data analysed by race                                                                                     | Headteacher / ELT, Governing body     | Half termly data analysis | Analysis of teacher assessments /data demonstrates the gap is narrowing for equality groups                                |
| All             | 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<br>Planning scrutiny                             | All staff                             | Autumn Term               | Displays and work scrutiny<br>Curriculum long term and medium term planning evidences the objective                        |
| All             | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.                                                                            | Increase in pupil participation, confidence and positive identity - monitor through PSHE & learning/environment walks | Headteacher                           | From Sept                 | More diversity reflected in school displays across all year groups                                                         |
| All             | Ensure that all policies have a statement regarding their relationship to the Equality Policy                                                                                         | Policy updates<br>Minutes of approval at governors meetings                                                           | Governing body<br>Policy committee/HT | Ongoing                   | All policies have equality statement in them as they are reviewed.                                                         |
| All             | Work towards gaining Rights Respecting Schools Award                                                                                                                                  | Award achieved - evidence collected                                                                                   | All staff LD to lead.                 | From Sept 2022            | Children are aware of their rights and all members of the school community model rights and treat each other with respect. |

| Equality Strand          | Action                                                                                                                                                                                   | How will the impact of the action be monitored?                           | Who is responsible for implementing?                      | What are the timeframes? | Early success indicators                                                                                             |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------|
| Disability Equality Duty | Review accessibility audit to identify physical barriers and develop a programme to remove barriers                                                                                      | HT/Business manager/H&S Governor                                          | Head Teacher                                              | Annually                 | Issues raised on accessibility plan are addressed and actions put in place                                           |
| Disability Equality Duty | Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates. | Monitoring of applications by disability to see if material was effective | Lead Governor on Special Educational Needs & Disabilities | Ongoing                  | More applications from disabled candidates to be School Governors                                                    |
| Community cohesion       | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.<br>Make links with a school.           | PSHE assessments                                                          | Member of staff leading on PSHE                           | Ongoing                  | Increased awareness of different communities shown in PSHE assessments                                               |
| ALL                      | Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.                 | Evaluation Data                                                           | Headteacher                                               | Autumn Term              | Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. |