Single equality plan

Adopted: July 2024 Review date: July 2028

William Cobbett 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), harassment and victimisation are not tolerated, and we work hard to instil in our pupils 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.

This single equality plan (Plan) sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by William Cobbett Primary School's governing body with the help of headteacher/senior leaders/parents/staff/pupils in line with the Equality Act 2010 and is the foundation of all the school's other policies in relation to students – particularly the **special educational needs (SEN) policy, admissions policy, anti-bullying policy** and the **behaviour policy –** and also within the school's employment policies and practices.

This and other policies can be found:

- in the staff handbook
- on the school website
- paper files in the school office
- as part of induction.

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

Note: *You may wish to put here a summary of key statistics about your school and your community (e.g. percentage of SEN students). You may also wish to include short paragraphs stating what equality and diversity, and discrimination mean in your school.*

You may also want to include a paragraph outlining what you have already achieved in terms of equality and diversity, and what has been noted from the last review to be included in this new plan.

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 and Inclusion Lead have the day-to-day responsibility for coordinating the implementation of this Plan.

The governing body

The governing body will:

- create and approve this Plan with the help of the headteacher/pupils/parents/senior leaders 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
- report to parents, carers, and the wider community on the progress of the Plan through the school website and the school's annual report.

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:

> ***Note:*** *Under each of the headings below you should outline the provision you have in place to ensure that these specific groups are protected, relating this to the context of your school.*

- **Race**
- **Disability**

You can find all the information about our school's SEN provision including our provision for inclusion [and reasonable adjustments] in the school's **SEN policy, SEN Information Report** and the school's **accessibility plan.**

- **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.

> ***Note:*** *You may have specific schemes that involve students taking part in community services or activities which you can outline here.*

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. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy.**

> ***Note:*** *You may have specific schemes or peer support systems in place to aid inclusion in lessons and around the school, which you can outline briefly here.*

Pupil voice

Through our support of student voice, we encourage our pupils 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 student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

Note: *You may have a student council, student representatives, debate teams or similar which evidence your support of student voice. You should outline these briefly here.*

Recruitment

William Cobbett 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. *William Cobbett Primary School* acknowledges 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.

(More information about our recruitment procedures can be found in the school ***recruitment policy.)***

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.

Staff discipline and suspension

William Cobbett 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.**

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 because of misconduct.

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.

Read our school ***attendance, behaviour and exclusions policies*** for more information on the processes surrounding these topics.

The curriculum

Note: *Here you should state where in your curriculum equality is explored as a means of personal and social development. This will be prominent in your PSHEE 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 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 and 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 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.

Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

Note: *You should explain here the arrangements you have in place for undertaking equality impact assessments.*

Reporting on our progress

Note: *You should make a note of how you will share the information you record for monitoring equality in school and the outcomes of this equality plan and the updated school equality action plan with all governors, parents, staff and pupils. You should state what information you will share and how often (this should be annually). Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where the school has fewer than 150 employees.*

Signed by

_____	**Chair of governors**	**Date: .....**
_____	**Headteacher**	**Date: .....**

This Plan will be reviewed:

- at regular intervals *(recommended review period is four years)*
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.

ANNEX A

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
All	Publish and promote equality plan on website, newsletters etc	Include reference in annual survey of parents/staff	Headteacher	Ongoing with review after survey	Staff aware of aims of policy and implement them throughout school. Parents acknowledge plan and question impact in survey
All	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	Achievement data analysed by race, gender and disability	Head teacher / Governing body	Termly	Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups

[Examples given above]