



Holy Rood Catholic Primary School, Swindon



Equality Policy



School Vision:

Belong

At Holy Rood Catholic Primary School, we aim to provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will have had the opportunity to go on to become ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:

Holy Rood Catholic Primary School
Mission Statement

We try to follow Jesus by praising and giving
thanks to God,
enjoying and caring for his world,
loving and forgiving others and always trying
our best!



1. Introduction

The Equality Act 2010 provides a single consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

This Equality Plan sets out the school's approach to promoting equality and diversity in line with legislative requirements of the Act.

2. School Context

Holy Rood Primary School is a split site Primary School; Infants are at Groundwell Road and Juniors are at Upham Road.

Details of our school are as follows as of May 2026:

Number of pupils: 374

English as an Additional Language (EAL): 87%

SEND: 18%

FSM: 15%

At Holy Rood 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, religion and belief, 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 are able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils of families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers

The achievement of pupils will be scrutinised by race, gender, disadvantage and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions inclusion and respect for all. At Holy Rood Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe that Holy Rood Primary School offers an open door to an inspirational learning journey. This is reflected in our mission statements:

- Rising to challenges and aspiring to excellence through a creative and inclusive curriculum.
- Building relationships by respecting and valuing everyone as an individual.
- Providing a welcoming, safe and nurturing environment where everyone has a voice.
- Encouraging curiosity, enthusiasm and independence through enquiry learning.
- Supporting lifelong learning by prompting an 'I can' attitude.
- Recognising and valuing our place in a diverse and evolving community.
- Valuing communication with all stakeholders.
- Creating Memories.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure.
- Experience of bullying, harassment or social exclusion.
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space.
- Frequent moves and lack of stability in life leading to time out of school or low attendance.
- Lack of help with emotional, mental and physical well-being, and poor behaviour.
- Vulnerabilities from their lived experiences that cause barriers to learning.
- Child Protection Issues.
- English as an Additional Language (EAL).
- Speech, Language and Communication difficulties.
- Special Educational Needs and Disabilities.
- Lack of physical access to school facilities or services.
- Inappropriate curriculum.
- Recruitment, management and development of staff and governors.

The school recognises that it has a legal obligation under the Discrimination Act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

'In practical situations in everyday settings, the best early years settings, schools and colleges do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.'

The school also recognises that the Positive Action provisions in the Equality Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these, we will ensure that it is a proportionate response to achieve the relevant aim.

3. Equality and the Law

3a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

The 2010 Act states that, 'Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils. Schools should check that there are no practices which could result in unfair, less favourable treatment of such pupils. For example, it would be unlawful for a selective school to impose a higher standard for admissions to applicants from an ethnic minority background, or for a school to impose stricter disciplinary penalties on African Caribbean boys than they do in similar circumstances to children from other backgrounds'.

'Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets or into different sports in PE classes, according to their ethnicity. This stipulation in The Act is to make it clear that claims segregated treatment is "separate but equal" cannot be sustained where race is

concerned. It does not mean that schools cannot take positive action to deal with particular disadvantages affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.'

3b. Disability

The definition of disability, according to The Act, is when a person has a *'physical or mental impairment which has a substantial and long-term impact on that person's ability to carry out normal day to day activities.'* Some specified medical conditions such as Multiple Sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Equality Act 2010 states, *'The overriding principle of equality legislation is generally one of equal treatment – i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practice to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So, in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally – but you may be required to treat disabled pupils differently. Discrimination is defined rather differently in relation to disability.'*

Unlawful Behaviour with Regard to Disabled Pupils

Direct Discrimination: A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.

Indirect Discrimination: A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for legitimate reason, and is a proportionate way of achieving that legitimate aim.

Discrimination arising from disability: A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break times because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

Harassment: A school must not harass a pupil because of his disability - for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class-work or unable to concentrate.

Reasonable Adjustments - when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then, the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate substantial disadvantage that the pupil faces, in comparison to a non-disabled pupil.

Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have disabled pupils at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments – e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school's approach to planning for disabled pupils will also link closely with its planning duties.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. However, the SEN Code of Practice states that:

'All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.'

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.'

Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. The Act gives the example, *'a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it. Often, though, effective and practical adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make.'*

Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering

alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing EHCP provisions which are part of education legislation, under which Local Authorities have to provide auxiliary aids to pupils with an EHCP. The duty applies in respect of all disabled pupils but many will have an EHCP and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Schools' Duties around Accessibility for Disabled Pupils

The Equality Act states that, '*Schools and LAs need to carry out accessibility planning for disabled pupils*'. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

3c. Religion or Belief

The definition of discrimination on grounds of religion or belief does not address discrimination on any other ground (such as race or gender). The Act does not allow a teacher to discriminate against a pupil because of his own personal religious views. The Equality Act defines, 'religion' as being any religion, and 'belief' as any religious or philosophical belief. A lack of religion or a lack of belief is also protected characteristics. These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law. This means that to benefit from protection under the Act, a religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity. 'Religion' will include for example all the major faith groups and 'belief' will include non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholicism or Protestantism within Christianity. It is not however intended to include political beliefs such as Communism or support for any particular political party.

Lack of religion or belief is also included in the definition of 'religion or belief'. This means it will be unlawful to discriminate against someone on the grounds that they do not adhere, or sufficiently adhere, to a particular religion or belief (even one

shared by the discriminator), or indeed any religion or belief at all – such as, for example, an atheist.

Discrimination because of religion or belief means treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have, their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated.

The Equality Act makes it clear that, *'unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. This is to ensure that any potential discrimination between, e.g. Orthodox and Reform Jews, or Shia and Sunni Muslims, would also be unlawful. So, if a Muslim pupil is not chosen for a part in a school play because it is thought to be inappropriate for a girl of that faith, that will be discrimination even if the decision was taken by a Muslim teacher. Nor could a Muslim teacher choose one Muslim pupil over another for a part in the play because he thinks the chosen pupil is a more observant member of his faith and should be rewarded'*.

3d. Sex/Gender

The 2010 Act states that, *'Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls. For example, it would be unlawful for a school to require girls to learn needlework while giving boys the choice between needlework and woodwork classes'*.

Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single sex sports.

It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys-only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgment on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify segregated sports for younger children. Where separate teams exist, it would be unlawful discrimination for a school to treat one group less favourably – for example by providing the boys' hockey or cricket team with much better resources than the girls'.

3e. Sexual Orientation

The Equality Act places a requirement on schools, *'to make sure children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils'*.

3f. 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 a state to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds.



4. Equality in Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:

School Culture and Ethos

- The school is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual, as reflected in the School Prospectus and on its website.
- Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Diversity is recognised as having a positive role to play within the school.
- Information on ethnicity, gender and disability is collected through the admissions process.
- Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school. An Assembly of Celebration is held each week.
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities.
- We promote positive attitudes towards people of different ethnic groups / religions etc.
- We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our PTFA.
- We promote high expectations through celebrating achievement.
- We communicate behaviour expectations through modelling good behaviour.
- We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state that there are no barriers to job applications as we adhere to Swindon Borough Council Equal Opportunity Policies.
- We provide more favourable treatment for disabled students in our break and lunchtime support arrangements.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues.

- Ensure that the curriculum is relevant to the needs and interests of all pupils.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure that the school's Marking Policy promotes learning for all.
- Promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and awarding high attendance.

Supporting Learners with Particular Needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:

- Will provide distance learning for any child out of school.
- Will prepare Personal Education Plans to focus on learning priorities for any child in care.
- Provides in-class TA support and intervention groups for all children identified through Provision Mapping.
- Arranges language support as required.
- Supports vulnerable pupils.
- Provides appropriate training to enable staff to meet particular learning needs, such as training from School Nurse, Behaviour Support Team, Speech and Language Team, Cognition and Learning Team, Educational Psychologist.
- Will draw on the expertise of outside professional services to meet the individual needs of pupils.

Listening to Pupils, Staff, Parents and Others

To do this:

- Children are encouraged to express their views during PSHE lessons, and through regular surveys including pupil questionnaires annually across many aspects of school life.
- SMSC is threaded through all subject areas and provides opportunities for pupil voice to be heard.
- The school hears the 'pupil voice' through the School Council as well as curriculum specific opportunities.
- Issues raised in Annual/Interim Reviews or reports of progress on Individual Education Plans, mentoring and support
- The school actively seeks staff views and listens to staff concerns, for example through Staff Meetings.
- The school seeks the views of parents through parent/teacher consultations, newsletters and responses to Annual Reports and Parent Voice questionnaires. The opportunity is given to meet formally with class teachers 2 times a year although parents can request additional meetings should they be required.
- Feedback at Governing body meetings.
- The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.

Equalising Opportunities

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing. School support this with second hand uniform available for families where needed.
- Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.



- Promotes the take-up of extra-curricular opportunities by making no charge for most clubs run by the school, and subsidising those pupils who cannot afford other chargeable activities. Attendance at clubs is monitored to ensure equality of opportunity.

Admissions

Holy Rood Primary School's admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Ensuring Fair and Equal Treatment for Staff and Others

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in school and that positive role models and a wider perspective will strengthen the school, we will:

- Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.
- Ensure that 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.
- Senior Leadership Team support to ensure equality of opportunity for all.

Attendance

A high level of attendance is encouraged and celebrated through awards and children are encouraged to be punctual. Parents are asked not to take children out of school during term time and only exceptional circumstances will be authorised.

Ensuring Fair and Equal Treatment for Pupils

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils, the school:

- Will accommodate the needs of different cultures, races and religions where reasonably possible.
- Monitors the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others.
- Will ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

Informing and Involving Parents and Carers

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, Holy Rood Primary school:

- Explains how it operates through its newsletter, Prospectus, information evenings for parents, parent workshops and its website.
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, text messages and parent evenings.
- Actively encourages parents to attend consultation evenings by teachers telephoning non-attenders or making alternative arrangements.
- Has a designated parking space for disabled drivers (at Upham Road site).
- Ensures that parents understand how well their child is progressing through regular progress checks and end of year report.
- Explains how parents can help their child at home, for example class-based parent workshops covering English and Maths, information evenings to explain KS1/KS2 SATs, phonics.
- Explains how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read.
- Opportunity for discussion with the SENDCo to review and discuss support.

Welcoming New Pupils and Helping them to Settle Effectively

Recognising that some of the groups covered in this policy are more likely to find starting school (EYFS) and to move to a new school or site (in Year 3) intimidating, strange or inaccessible, the school:

- Fosters a happy start through induction days prior to the start of a new academic year in EYFS including meetings where appropriate between EYFS Lead, SENDCo, parents and previous settings.
- Introduces a staggered entry to school in EYFS, supporting the build-up of the school day.
- Plans reduced timetables, only where necessary, with parental agreement to support those that might need longer to adjust to school.
- Meets with new families and pupils to understand their strengths and needs in order to plan for their first days at school.
- Challenges any inappropriate behaviours/attitudes.
- Briefs Teaching Assistants to monitor vulnerable pupils and communicate any concerns to class teachers.
- Ensures that extra help is given to children who find a change of school challenging, for example through joining a friendship support group.
- Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support.
- Liaises with support services/schools of transfer in advance of transfer to inform any on-going necessary modifications or alterations to provision.

Making the School Accessible for All

The school:

- Meets the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets, and adaptations made to the school buildings as appropriate.

- Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place.
- Provides 1:1 for children who require a higher level of supervision at break, on visits out of school, and at other times.
- Identifies further developments by keeping in regular touch with representatives of disability groups in order to update provision.

5. Roles and Responsibilities

The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and she is supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of Staff: Teaching and Non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on gender, race and disability, and challenges stereotypes.
- All staff will challenge any incidents of prejudice or racism and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discrimination.

6. Tackling Discrimination

Bullying and harassment on account of race, gender or disability are unacceptable and are not tolerated within the school environment. The school's abhorrence of such behaviour is communicated to pupils, parents and staff.

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 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 Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis. All incidents are discussed with the Governors who lead on Safeguarding. Incidents are monitored to ensure they are dealt with effectively.

7. What is a discriminatory incident?

Bullying and harassment on the grounds of race, gender, disability or other such 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*'.

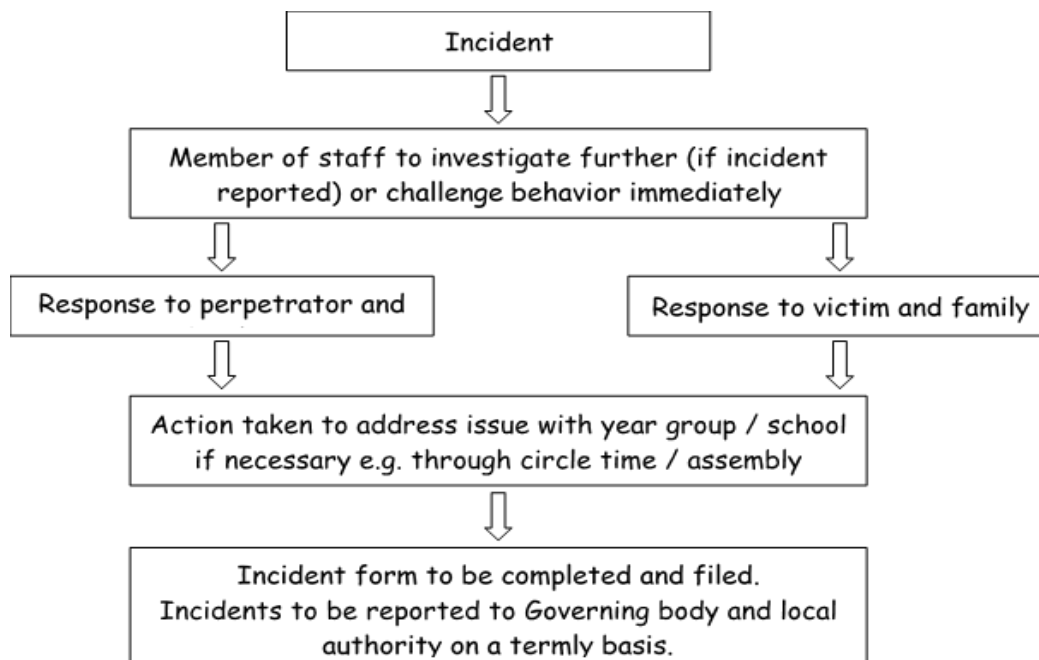
Types of Discriminatory Incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist 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 or gender;
- 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 or disability.

8. 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.

The procedure for responding and reporting is outlined below:



9. Checklist

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is your pupil achievement analysed by race, disability and gender?
- Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life?
- Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils?

- Are racist incidents reported to the Governing Body and Local Authority on a termly basis?
- Are visual displays reflective of the diversity of your school community?
- How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

10. Review of Progress and Impact

The objectives have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire plan and access action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

11. Publishing the Objectives and Demonstrating Compliance

We will:

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available from the school office

Information that demonstrates how we are complying will be published annually, and information on objectives at least every three years. Publication of information in future years will include evidence of the progress made against the objectives set.