



Prior Weston Primary School and Children's Centre Equalities Policy and Action Plan

Equalities Policy and Action Plan		
	Name	Date
Head Teacher	Fiona Maccorquodale	March 2024
Completed by	Fiona Maccorquodale	March 2024
Governing Body	Children, Curriculum and Standards	
Next review date	March 2027	

Overview

This document fulfils a number of purposes. It is a policy, a plan and a record. It states our commitment to equality and diversity; summarises statutory and regulatory duties; gives an overview of the data we collect and publish in relation to equality; sets out our objectives to improve equality and support diversity and maintains a record of what we have done to achieve such objectives.

It is intended that this document should be useful to anyone who wants to understand the approach to equality and diversity at our school, including parents, teachers and other staff, governors, and members of the community.

Our commitment to equality and diversity

At Prior Weston we pride ourselves on being an inclusive community with members from a very broad range of backgrounds, characteristics and circumstances. We welcome everyone and are enthusiastically committed to ensuring that all within our community can participate fully in the life of the school and benefit as much as is possible. Throughout our work we show respect and empathy for all and expect pupils, staff and parents to do so at all times and in every circumstance.

We recognise that discrimination, intended or unintended, can take place in all areas of society, including schools. We work proactively to eliminate discrimination and harassment of all kinds, to promote equality of opportunity for all and to promote good relations throughout our school community.

We do not limit our work to the setting and achievement of objectives, though these are an important part of our approach to equalities and our compliance with legislation. As well as setting and pursuing specific objectives, we will consider equality and diversity issues as part of all aspects of the school's affairs and we will seek to record the ways in which such matters have been addressed within the school in this document.



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Where possible, we use data to consider issues of equality and diversity. However, we also recognise that not all aspects of inequality are capable of being adequately monitored through measurements and data collection. We see commitment to equality and diversity as part of everything we do in our school and we strive to consider the implications for equality and diversity in all aspects of school life.

Similarly, we do not limit our work to the characteristics covered by the legislation (see below – Equalities Act 2010). We go further and do not accept discrimination of any kind against any individual or group whatsoever (including, for example, social class). As a school we provide good role models for our children and community. We work hard to ensure that our children share this approach and that their behaviour reflects this at all times.

We seek never to forget the needs of individual members of the school community. In the event of a student, staff member or other member of the community having specific needs (including arising out of any disability) or suffering discrimination or bullying or harassment, we will take such matters seriously and any appropriate action will be taken.

Our work in the education of young children focuses on the whole child. We actively work to ensure everyone develops a sound and positive understanding of self, of those we know and also of the wide community. This, of course, includes the celebration of our similarities and differences and a positive view of the varied and multicultural community in which we live.

This approach includes efforts to promote equality and good relations in all respects. We work equally hard and proactively to eliminate discrimination and harassment of all kinds within our school community.

The governing body, through the head teacher and staff, is responsible for the overall implementation of this action plan. The governing body will receive regular reports of our equalities work at its meetings and will have an involvement in the annual review of the Action Plan. The head teacher is responsible for ensuring that the action plan is delivered effectively. All staff are responsible for the pursuit of the objectives and compliance with this policy.



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The Equality Act 2010

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably on the basis of the following "protected characteristics":

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty. These are discussed below.

The Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies including maintained schools and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:-

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Where schools are concerned, age is a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

Schools are subject to the need to have due regard to the three elements outlined above. What having "due regard" means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty. For schools this means:-



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- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.
- Schools cannot delegate responsibility for carrying out the duty to anyone else.

Specific duties regarding data and objectives

In addition to this general duty, schools are subject to specific duties:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- to prepare and publish equality objectives at least every 4 years.

Collection and publication of equalities data

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 is not required to be published where a public authority has fewer than 150 employees. This means that for Prior Weston, as for the great majority of schools, only pupil-related data is required to be published. The school conducts a school workforce census and a school (pupil) census in the autumn term every year. This will allow the publication of equalities data before the end of the autumn every year. We will publish this data (school context data) in Appendix 1 to this document and will update this data annually.

It is easiest to consider this duty by reference to the three limbs of the general duty referred to above:

- **Eliminating discrimination and other conduct that is prohibited by the Act**

We will publish evidence that the school is aware of the requirements of the Act and determined to comply with the non-discrimination provisions. This will include copies of this policy and other policies; minutes of governor or staff meetings; governor and staff training; and examples of specific decisions where equalities issues have been taken into account.



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- **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

Advancing equality of opportunity involves, in particular:-

- (a) removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example disabled pupils, or gay pupils who are being subjected to homophobic bullying);
- (b) taking steps to meet the particular needs of people who have a particular characteristic (for example enabling Muslim pupils to pray at prescribed times) and
- (c) encouraging people who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in the full range of school societies).

We will publish attainment data showing how pupils with different characteristics are performing to help to identify whether there are areas of inequality which may need to be addressed. To show that due regard is being had to the importance of advancing equality of opportunity, we will also include information about any steps taken in response to our analysis of the available data.

- **Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it**

Promoting good relations between people and groups of all kinds is inherent in many things which we do as a matter of course. It is shown through – for example - aspects of the curriculum which promote tolerance and friendship, which share understanding of a range of religions or cultures, the behaviour and anti-bullying policies, assemblies dealing with relevant issues, and involvement with the local communities.

Equalities objectives

The school has a duty to publish one or more specific and measurable equality objectives at least every four years.

Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. Objectives are not intended to be burdensome or a 'tick box' exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should



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set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school's needs and should be achievable.

We will set out our objectives from time to time in Appendix 2 to this document and review progress annually or more frequently as appropriate.

Access Plan

The Disability Discrimination Act 1995 (DDA) was extended to include education by the SEN and Disability Act 2001 (SENDA). We recognise the following duties that this places upon the School and the Governing Body:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing Body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Committee of the Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

The DDA provides that a person has a disability if "he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities".

The School's policy (in line with its duties under the Equality Act) is to ensure that there is no discrimination against any sub-group within our community.

With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Our past and present objectives and adaptations in this regard are set out in The School's Accessibility Plan.



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Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act and the DDA.

The Governing Body, through the head teacher and staff, is responsible for the overall implementation of this action plan. The Governing Body will receive regular reports of our equalities work at its meetings and will have an involvement in the annual review of objectives. The Governing Body will designate at least one Governor to have particular responsibility for Equality and Diversity and related issues (including responsibility for this policy and the Equality Objectives, Access Plan Objectives and compliance with the Public Sector Equality Duty).

The Head Teacher is responsible for ensuring that the objectives are pursued effectively.

All staff are responsible for the pursuit of our objectives and compliance with this policy. Teaching and support staff will be expected to promote an inclusive and collaborative ethos in their classroom; challenge prejudice and discrimination; deal fairly and professionally with any prejudice-related incidents that may occur; plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability; and keep up-to-date with equalities legislation relevant to their work.

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the objectives and duties set out in this policy.

Monitoring and review

In the Autumn term of each year, we will review the school's compliance with the Public Sector Equality Duty. As stated above, the main questions to be discussed in these reviews are:

- What are we doing to eliminate discrimination and other prohibited conduct?
- What are we doing to promote equality of opportunity between people who share a protected characteristic and people who do not share it?
- What are we doing to foster good relations across characteristics - between people who share a protected characteristic and people who do not share it?

In the Spring term of each year, we will review the progress made against the Equality Objectives and the Access Plan Objectives.



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These reviews will be conducted first by the head teacher and the equalities link governor and then by the CCS committee (reporting to the Governing Body).

Publication

The school community will be notified of this policy via the school website and newsletter. Hard copies of this policy are available in the school office upon request. Translations or special formats will be provided where possible.



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Appendix 1 School Context

Rec to Year 6 = 219	School (1st yr)	Nat (22/23)
%FSM – Free School Meals	48 (44)%	23.8%
%PPG – Ever 6 Free School Meals	50 (47)%	26.9%
% EAL – English Additional Language	24 (25)%	20.7%
Number of home languages spoken	24	N/A
% SEND – Special Educational Needs/Disability	32 (29)%	13%
% EHCP – Education Health Care Plan	12.8 (7.8)%	4.3%
Boys	54%	N/A
Girls	46%	N/A

The ethnic origin of the children is diverse with 26% White British, 19% Black, 17% Mixed, 13% Other White, 7% Refused/Info not obtained and 6% Bangladeshi. The remaining 12% comprise various nationalities all of less than 6 students including Albanian, Egyptian, Filipino, Indian, Iranian, Japanese, Kurdish, Pakistani, Turkish and Yemeni.



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Appendix 2: Equality Objectives (Sept 2020- Sept 2024)

Futurezone schools are committed to inclusivity, celebrating diversity and ensuring equality of opportunity for all of our pupils, staff and parents and carers irrespective of ethnicity, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which everyone connected to our schools feels welcomed and valued and able to participate fully in school life.

The Equality Objectives have been aligned with those of the FutureZone Conolly Project, '**Developing the antiracist school**'.

The project has four objectives to be achieved by the end of the project:

1. To increase our knowledge and understanding of racism and how it relates to education and to build knowledge of antiracist research and practices.
2. To identify ways in which the curriculum excludes important knowledge and address these through curriculum development.
3. To be familiar with research findings relating to the recruitment, retention and career progression of 'BAME' teachers and use these to improve diversity at all levels of the school. To provide training to support with this aim.
4. To identify, document and disseminate good antiracist practice within Futurezone and nationwide and create a supportive, open yet challenging forum for discussion on the issues and barriers facing people from Black, Asian and Minority Ethnic backgrounds in our schools.

All 21 schools across the FutureZone worked on the project together, with a HT Working Party leading on the strategy of it, whilst the DHTs are leading on the implementation of it. We had an external consultant working with FZ – Darren Chetty – and he worked directly with Prior Weston on conducting the whole school audit as a baseline.

All staff attended Unconscious Bias training in October 2020, in advance of the project launch with all FZ schools on 2nd Nov.



Developing the antiracist school – a map of the process

The project is split into 3 phases across 3-5 years:

1. **Auditing – Scoping and contextualising**
2. **Action – Prioritisation, Action Planning and Implementation**
3. **Accountability, Sustainability, Impact**

<u>Phase 1 (Audit) – Scoping and Contextualising</u>	<u>Phase 2 (Action) – Prioritisation, Action Planning & Implementation</u>	<u>Phase 3 (Assurance and Assessment): Accountability, Sustainability and Impact</u>
<p>Identifying and evidencing (voices)</p> <ul style="list-style-type: none"> • Who is in my school? • Positions and status? • Lived experiences (interviews and Focus Groups) <p>Reviewing (policies and practices)</p> <ul style="list-style-type: none"> • HR (recruitment, progression, EDI, disciplinary, grievance, committee membership, etc) • Anti-bullying • Inclusion 	<p>Establish Priorities</p> <ul style="list-style-type: none"> • Priorities, based on the picture built in phase 1 • Timelines – pace the work, consider most logical order/ most pressing need • Consider teams and sub-teams to focus on areas <p>Planning for Action</p> <ul style="list-style-type: none"> • Agree timelines and success measure • Identify key actors (internal and /or external) and responsibilities 	<p>Accountability</p> <ul style="list-style-type: none"> • Ensure actions and outcomes are matched • Put EDI (Equality, Diversity and Inclusion) / Antiracism on meeting agendas as a standing item • Consider external support for evaluation of interventions • Acknowledge where more work is needed • Establish Anti-racism Action Group to support and manage planning, implementation, monitoring and evaluation activities



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<ul style="list-style-type: none"> • Recorded incidents & data-sets (attainment, exclusions, grievance, pay gaps, etc) <p>Curriculum</p> <ul style="list-style-type: none"> • Audit content, material and resources, setting & support, assessment, etc 	<ul style="list-style-type: none"> • Identify funding and other resourcing requirements • Expect and plan to manage discord and resistance • Encourage all stake-holders to get involved <p>Implementation</p> <ul style="list-style-type: none"> • Convert actions to meaningful deliverables 	<ul style="list-style-type: none"> • Establish Leadership & Governors Monitoring and Evaluation Group to oversee Action Plan and Outcomes <p>Sustainability</p> <ul style="list-style-type: none"> • Consider EDI / Anti-racism target for all staff • Change course / pace as necessary in response to circumstances • Communicate regularly with stake-holders on progress and actions • Review and ensure adequate funding and resources are available • Document, celebrate and share success (consider where to share) • Scale up impact to other parts of organisation and other processes
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Equalities Objectives linked to Conolly Project

Year 1: 2020-2021

<u>Objective</u>	<u>Led by</u>	<u>Outcome</u>
Establish working party and have regular meetings	Bev and Aoife	Working Party established and has had 14 members of staff regularly attending meetings.
Design staff survey to identify and evidence voices, and do survey with staff	Working Party	This has been completed and discussed within the Conolly Project meetings. The aim of this survey was to give all members of the staff team the opportunity to express their lived experience at Yerbury in an anonymised context.
Complete 'Anti-racist School' audit from NEU to create action plan	Working Party	This has now been completed. This was a considerable undertaking with approximately 20 hours of meeting time taking place outside of normal school hours with teachers and teaching assistants contributing.
Create research group (linked to curriculum)	Darren Chetty and staff	A small number of the Conolly Project Working Party have been involved with these meetings and some adaptations to the school curriculum have been made. A large number of books have been purchased that are representative of our diverse society. Our aim is to ensure that all children experience texts that they can explore and see themselves within.



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Year 2: 2021-2022

<u>Objective</u>	<u>Led by</u>	<u>Outcome</u>
Further adapt the school's curriculum – with a specific focus on the History Curriculum. Ensure that Black British History is included within the topics covered. Explore the possibility of adapting the History Curriculum to include a unit on The Kingdom of Benin.	Working Party & Teaching Staff	This work is ongoing

Year 3: 2022-2023

<u>Objective</u>	<u>Led by</u>	<u>Outcome</u>
Further adapt the school's curriculum – with a specific focus on the History Curriculum. Ensure that Black British History is included within the topics covered. Explore the possibility of adapting the History Curriculum to include a unit on The Kingdom of Benin.	Working Party & Teaching Staff	The Kingdom of Benin being taught from Sept 2022. Diversity curriculum adapting for our curriculum (Governors' Day July 2023). Black British History is included both within topics e.g. the contribution of allied countries in WW2, as well as stand alone topics e.g. Windrush as new English unit in Y4.



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Year 4: 2023-2024

<u>Objective</u>	<u>Led by</u>	<u>Outcome</u>
Embed and review new topics, resources and changes to the curriculum, and fine tune.	Teachers & SLT	
Explicit anti-racist curriculum lessons and resources available – organise training so that these can be used effectively (not available unless training completed)	Aoife	
Considering the whole spectrum to diversity and start to map out our representation across the curriculum, and work with other schools doing the same.	Subjects Leaders	