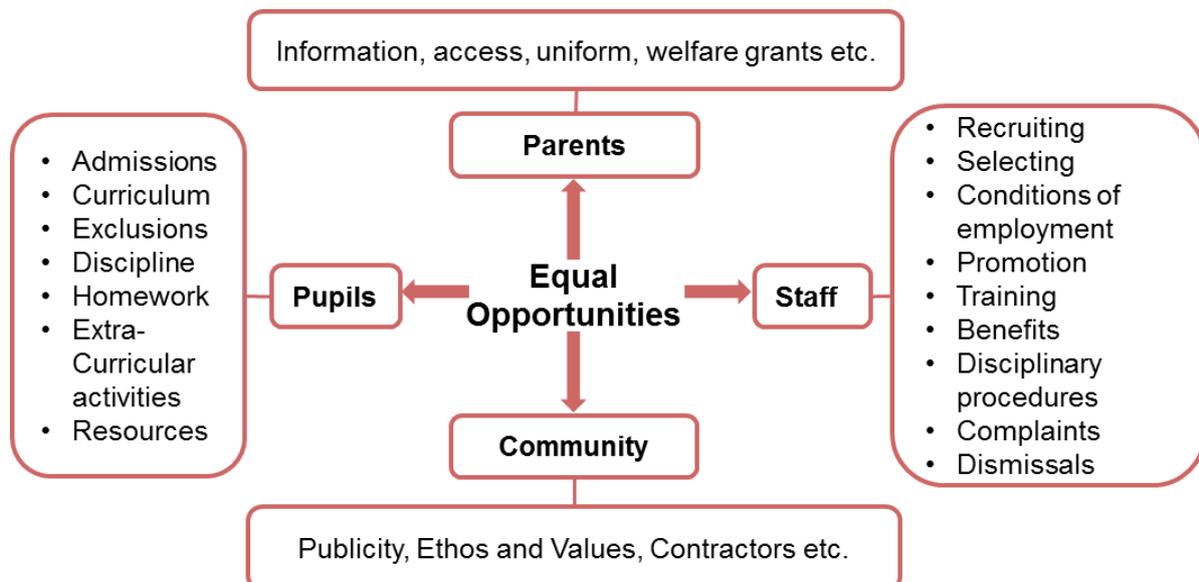


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1. Introduction

The scope of Equal Opportunities in the context of Cholsey Primary School can be illustrated by the following diagram which shows how equal opportunities makes an impact on the whole school - pupils, staff, parents and the community



2. Mission statement

Central to our Ethos at Cholsey Primary School is that **We Care**. Everybody is valued and respected as an individual. We believe that everyone has a right to equal access and opportunity and that everyone should have an equal chance to work, learn and be free from discrimination and prejudice. Our practices and values promote the right for everyone to participate in all aspects of school life by removing barriers to participation and by actively promoting equality and social inclusion. In line with our Anti-Bullying Policy at Cholsey School, every person has the right to be themselves, to be included and to learn in a caring, safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

The achievement of pupils is regularly monitored by socio-economic status, SEND and gender and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle any discrimination by the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Cholsey Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, work and visit here.

3. Mainstreaming equality into 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:

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 provide support to individuals and groups of pupils;
- monitor achievement data by socio-economic status, SEND and gender 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 which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions and Suspensions

Exclusions and Suspensions will always be in reference to the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Cholsey 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.

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 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 that 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.

5. Equality and the law

As a school we welcome our duties under the Equality Act. The general duties are to:

- eliminate discrimination;
- advance equality of opportunity;
- foster good relations.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

To meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child);
- prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions and Suspensions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely.

6. 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
- Input from staff surveys
- Feedback from the school council's pupil survey
- Issues raised in annual reviews, mentoring and support
- Feedback at Governing body meetings

7. 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 by:

- involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these;
- publishing data and publishing equality objectives;
- monitoring progress towards achieving equality objectives;
- ensuring that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability;
- taking all reasonable steps to ensure that the school environment gives access to people with disabilities, and also striving to make school communications as inclusive as possible for parents, carers and pupils;
- welcoming all applications to join the school, whatever a child's socio-economic background, race, gender or disability;
- ensuring 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 s/he is supported by the governing body in doing so.

It is also 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 will:

- ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- ensure that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

The role of all 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;
- design and deliver an inclusive curriculum;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- challenge any incidents of prejudice, racism, transphobia, or homophobia, and record any serious incidents, drawing them to the attention of the headteacher;
- Be aware of their responsibility to record and report prejudice related incidents.

The role of parents

To take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these

To take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling equality and achieving equality of opportunity for all.

The role of Pupils

To support the school to achieve the commitment made to tackling inequality.

To uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Role of local community members

To take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

To take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

8. 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, transphobic and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Senior Leadership Team where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body 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

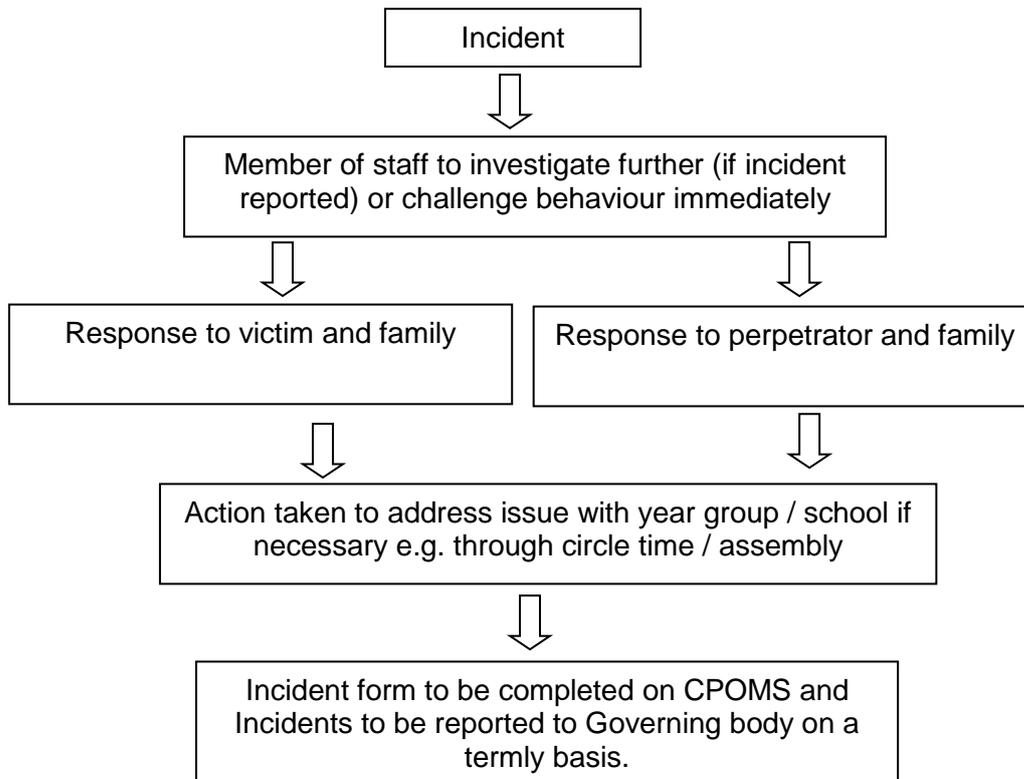
Types of discriminatory incidents that can occur are:

- 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, transphobic, 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;

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school.

The Cholsey Primary School procedure for responding and reporting incidents is outlined below and is in line with our behaviour policy.



9. Review of progress and impact

The Plan has 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 Plan annually and review the entire plan and accompanying 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 socio-economic status, gender and SEND, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- publish our Single Equality Plan on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- make sure hard copies are available.

11.Action Plans

Equality Action Plan (last reviewed November 2021)

Priority	Responsible Person(s)	Action	Timescale	Date	Success Criteria	Review
Ensure full access to the school and facilities is maintained	SENDCo/HT/ Govs	Any changes to the building / facilities are evaluated for access.	Termly review or when premises change	Termly review or when premises change	Access is as full as is practically possible	This is regularly checked inline with H&S requirements and audits. Regular reviews are made in relation to changes made due to building work.
Ensure that children with disabilities are fully included within the school and that outcomes as expressed in the Mission statement apply equally to them.	SENDCo/HT/ Govs	Children with disabilities are fully included in the school evaluation process and reasonable adjustments are made.	Risk assess when they arrive and as needs arise	Ongoing	Children feel safe, happy, motivated and are well behaved.	Training for staff to support children with medical and disabilities has been a priority. Constant reviews and adjustments take place as needs arise.
Ensure that the progress of children with disabilities is as rapid as possible.	SENDCo/HT/ Govs	Pupil progress data analysed on an individual / SEN group basis.	Termly	Pupil Progress focus termly	Children with disabilities meet or exceed their targets.	Many children have emotional needs where progress is taking place, but these needs are often a barrier to academic progress. It remains a priority on our SDP
Ensure that there is no unlawful discrimination of children, parents, staff, governors or visitors.	SENDCo/HT/ Govs	Monitoring of relevant school policies eg admissions, recruitment.	Termly/when action required	Termly/when action require	Cholsey Primary School is a fully inclusive school.	All policies and procedures are up to date and adhere to statutory and lawful requirements

Accessibility Action Plan This applies to the school and the extended services of the school

Physical Access				
Timescale	Target	Strategy	Outcome	Review
As required by monitoring authority	To ensure school community are aware of all areas of the school premises where there are potential barriers to physical access. To continue to ensure full access to all areas of the school for children with physical and sensory impairment. To identify areas which cannot be made accessible.	Complete and return LA Access Audit as requested. Reports to Governors. Risk assess and make reasonable changes on entry of pupil with specific needs. Extend features which improve access – eg grab rails installed	School remains fully accessible to any person who regularly uses it.	All audits to date have shown that the school site is accessible as per statutory requirements – there have been frequent reviews due to current building work.
Curriculum Access				
Timescale	Target	Strategy	Outcome	Review
Ongoing	To make all staff aware of the implications of Inclusion, including the Equality Act and the range of identified possible disadvantages to some pupils in school. To ensure all	SENDCo to keep staff up to date with any requirements needed. Termly reviews of the SEND register. Annual monitoring of Inclusion: SEND review meetings and lesson observations. Staff to be made aware of available Support Services. Match need to provision. To	SEND policy review: annually SEND monitoring: July annually regarding next year's intake	Additional staff have been recruited and training delivered to ensure the best possible curriculum access for those children with specific needs

	<p>staff use this understanding to inform differentiated planning and provision across the school. To make all staff aware of available specialist support. To maintain and improve staff knowledge and skills. To look at potential intake for following term/year to identify training needs.</p>	<p>provide access training relevant to whole school and individual pupil needs.</p>		
Access to Information				
Timescale	Target	Strategy	Outcome	
Ongoing	<p>To identify in consultation with Governors any materials and events where access to information may need to be altered in order to ensure that all pupils and/or parents have full access to information.</p>	<p>Create alternative means of communication as needs are identified e.g strategies for parents' meetings.</p>	<p>Communication is fit for purpose.</p>	<p>Adjustments have been made to ensure safety of all members of the school community due to Covid-19. i.e. online parent/teacher meetings.</p>

Signed: Heidi McSweeney

Date: 1st December 2021

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- pupil achievement is monitored by gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- all staff are aware of the school's Equality Plan;
- the talents of disabled pupils are recognised and represented in extra-curricular opportunities, and representation fully reflects the school population in terms of race and gender;
- there is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues, and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- extra and additional support for pupils with additional needs, in order to increase progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays;
- welcome applications from people with disabilities to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- recruit appropriately skilled people to the governing body regardless of race, disability or gender and make reasonable adjustments to ensure that they can fully participate and contribute;
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- support pupils with disabilities in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- help children and young people to understand others and value diversity;
- promote shared values, awareness of human rights and how to apply and defend them;
- develop skills of participation and responsible action – for example through citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- develop and adapt its procedures on anti-bullying to include equality perspectives;
- support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- keep a record and report how these incidents are dealt with to the governing body on a termly basis;
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, progress, attendance and participation by socio-economic status, SEND, and gender and use this to inform strategies to raise achievement;

Appendix B

SINGLE EQUALITY PLAN 2021 CHECK LIST FOR SCHOOL STAFF AND GOVERNORS

- 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 pupil achievement analysed by socio-economic status, Special Educational Need and Disability (SEND) 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 socio-economic status, SEND 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 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?
- Does the school take part in annual events equality events appropriate to the school and community to raise awareness of issues around race, SEND and gender?
- 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?