



'Rivers of living water'
Ambition, Courage & Kindness

Equality Action Plan

At St. George's CE Academy, 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, age, sexual orientation, marital status, disability, faith or religion 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 achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. George's CE Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, St. George's 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 will:

- Use contextual data to improve the ways in which we 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, local community and the wider world 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 discussions 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 and Exclusions

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

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

2. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St. George's CE Academy.

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.

Leadership Duties

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, age, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or reevaluating 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

3. Equality and the Law

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

The action plan at the end of this Equality Plan outlines the actions Wanborough Primary School will take to meet the general duties detailed below.

4a. Race Equality

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

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

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

Under our specific duty we will:

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

4b. Disability

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

Definition of Disability

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

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

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

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

Under our specific duty we will:

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

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.
- Under our specific duty we will:
- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Plan every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion.

Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socioeconomic backgrounds. The duty came into force on 1 September 2007.

5. 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 parent questionnaires and parents' evening.
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Local Academy Board (LAB) meetings.

6. Roles and Responsibilities The role of LAB members

The LAB 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 LAB 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 LAB 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 LAB welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.

The LAB 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 Action Plan and is supported by the LAB in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Action 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 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.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia 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 discriminatory incidents.

7. Review of Progress and Impact

The Plan has been agreed by our LAB. 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 ethnicity, gender, age and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Reviewed on: April 2022 to be reviewed by LAB on 16.05.2022

Next Review April 2025

Action Plan

Equality Strand	Action	Success criteria	By whom	Time	Achieved/Success
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head Teacher to organise and delegate.	April 2022	
All	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT LAB	Ongoing Termly	
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	More diversity reflected in school displays and materials for lessons across all year groups	SLT School staff	Ongoing	
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT School staff	Ongoing	
Race Equality Duty	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Staff followed guidance consistently and effectively as outlined above.	Head Teacher School staff (monitored by SLT)	Ongoing Ongoing Termly	

connect	sequence	change	replace	reduce	compare	add	arrange	classify	assemble
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		Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged.			
Gender Equality Duty	To ensure opportunities arranged within school have an appropriate balance between girls and boys.	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls.	SLT, School staff, PE co-ordinator and Club leaders.	Ongoing	
Disability Equality Duty	To ensure pupils with a disability are actively involved in school activities eg clubs. To ensure there is effective transition between classes and schools.	Pupils with a disability are participating in extra- curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.	Class teacher SLT, School staff	Ongoing Summer Term B	

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