



Tillington Manor PRIMARY SCHOOL

Working TOGETHER to achieve the best!

Equality Policy and Action Plan

Tillington Manor Primary School

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| Written by: | Kelly Brockhurst | Date: September 2021 |
| Approved by: <i>S. Rowland</i> | (S.Rowland) | Date: September 2021 |
| Last reviewed on: | September 2021 | |
| Next review due by: | September 2025 | |

Single Equality Policy

Tillington Manor Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Equality Statement

At Tillington Manor 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, 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 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 Tillington Manor, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

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

We understand the principal 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)

In order to meet our general duties, listed above, the law requires us to carry out 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 individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- 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 recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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
- Strive to ensure that society will benefit

Our Vision Statement

“Working together to achieve the best”

At the heart of our vision for Tillington Manor lies the child. All children are different all children are special and should be treated as such. Our primary purpose is to enhance the quality of children’s learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity and responsibility in all relationships. We will adopt a philosophy of continuous improvement in every aspect of the school’s work and life.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and may seek support from the Local Authority Equality Team.

Responsibility

We believe that promoting Equality is the whole school’s responsibility:

| School Community | Responsibility |
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| Governing Body | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources. |
| Co-Headteachers | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of 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 report, and respond appropriately to prejudice related incidents. |
| Senior Management Team | To support the Co-Headteachers as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents. |
| Teaching Staff | Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and |

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| | parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents. |
| Non-Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents. |
| Parents/Carers | 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. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local community Members | 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 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. |

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body. Monitor and Review Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

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Equality Action Plan and Objectives

| Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. | | | | | |
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| <u>Objective/Action</u> | | <u>Success criteria</u> | <u>Lead person</u> | <u>Timescale</u> | <u>Monitoring</u> 2019/2020 2020/2021 2021/2022 |
| To reduce incidents of bullying, especially bullying that is aimed at those children who have protected characteristics in order to reduce or eliminate discrimination, harassment or victimization by continuing with anti-bullying days. | All | <ul style="list-style-type: none"> Teachers plan lessons and discussions on issues around bullying Speakers, assemblies and workshops take place Children feel and are kept safe Children speak up when they experience or are witness to abuse or bullying. Bullying tackled quickly and thoroughly with support from Pastoral Support Officer. | Kelly Brockhurst/Jacqui Brian | Each Autumn Term Ongoing | <ul style="list-style-type: none"> Bullying logs are kept using EdAware – on-line bullying training for all staff – anti-bullying week themes followed LR – increasing number of children seen – no major escalations of incidents in 2019/2020 and none in 2020/2021 Logs continuing to be kept on EdAware. |
| To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis. | Race | <ul style="list-style-type: none"> 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. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged. | Kelly Brockhurst/Jacqui Brian | Ongoing | <ul style="list-style-type: none"> No persistent cases of racism – all incident logged – need to ensure figures are included in HT report (This was actioned in 2020/2021) Figures continue to be included in Co-HT reports |

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| <p>To ensure all staff have a good understanding of Keeping Children Safe in Education and the Prevent Duty</p> | <p>Gender, Ethnicity, Religion</p> | <ul style="list-style-type: none"> • All staff/govs have read and signed to say they have understood KCSIE part 1 • Level 1 safeguarding training completed by all staff • All staff have updated Prevent Training and are vigilant for warning signs • Peer-on-peer abuse training/ policies implemented | <p>Kelly Brockhurst/Jacqui Brian</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> • Training and knowledge development activities have been completed by all staffroom staff – up-dates and discussion held with lunchtime staff • All staff are level 1 trained – standard part of induction (Level 1 Training up-dated in 2020/2021) • Training updated for all stakeholders and new policies written. New DSL/DDSLs have received training updates specific to their roles |
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Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

1. Remove or minimise disadvantages 2. Take steps to meet different needs 3. Encourage participation when it is disproportionately low.

| Objective/Action | | <u>Success criteria</u> | <u>Lead person</u> | <u>Timescale</u> | <u>Monitoring</u> 2019/2020 2020/2021 2021/2022 |
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| Make effective use of Pupil Premium Funding and SEND notional budget to ensure the progress of vulnerable children | Disability, Socio-Economic | <ul style="list-style-type: none"> Progress figures for all groups will be in excess of expected – consistent evidence of accelerating progress Gaps between current attainment and expected standards will narrow/close (SEND) Track expenditure Plan effectively for Pupil Premium spending linked to pupils needs. All staff to know their Pupil Premium children and what provision is required for them. AfL used to tailor Quality first teaching for these groups of pupils. | Kelly Brockhurst | On-going priority (Termly data review) | Scrutiny/evaluation of termly assessment data Scrutiny/evaluation of outcomes in books/lessons <ul style="list-style-type: none"> Progress and attainment data was showing, up-to closure, an improving profile PP/SEND are regular focus for all monitoring of provision Progress across the school described as strong after external scrutiny – clear evidence of progress from baseline in September 2020 Pandemic impact – Gap between PP/Non-PP and SEND/non-send has widened so recovery funding/PP funding allocated to diminish the difference (See PP strategy) |
| Continue to support the social, mental and emotional development of all children and ensure the well-being of all children, including children with disabilities | Disability, Gender, Ethnicity, Religion, Socio-economic | <ul style="list-style-type: none"> Nurture Room provision at/following break and lunch times targeted at those children requiring additional social, behavioural & emotional support Learning mentor interventions to support children with anxiety, self-esteem issues, ASD, confidence, attachment, bereavement difficulties Assessment data collated on children's social, behavioural and emotional development for identified children experiencing difficulties and used to inform provision within nurture | Kelly Brockhurst Lesley Rogers | Summer 2021 | Records of support of identified groups. List of interventions and impact <ul style="list-style-type: none"> An increasing proportion of children have seen our LM. This has resulted in children seeming to be more settled. The school has accessed a wide range of support services to help children and families and worked to support their PSED. Attendance is higher than national for all groups – this indicates children are happy in school Training for SMHL has commenced for KB. Mental health first Aid attended by LR and KB |

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| <p>Increase participation by PP, SEND and EAL in after school clubs, extracurricular activities and ensure balance of boys/girls</p> | <p>Disability, Gender, Ethnicity, Socio-economic</p> | <ul style="list-style-type: none"> • Provide a variety of sports and activities to meet the needs and interests of all. • Where groups seem under-represented, meet with children/parents to find out why | <p>Jacqui Brian/Scott Brockhurst</p> | <p>July 2019 – July 2021</p> | <p>Records of participation of identified groups.</p> <ul style="list-style-type: none"> • Wide number of clubs have been run up-to closure – we need to ensure we proactively encourage/plan for all groups to participate • Tillington University provided a wide range of additional opportunities for all children • Clubs running again – all groups represented and a range of clubs meaning all children are offered extra-curricular activities |
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| <p align="center">Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.</p> | | | | | |
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| Objective/Action | | <u>Success criteria</u> | <u>Lead person</u> | <u>Timescale</u> | <u>Monitoring</u> 2019/2020 2020/2021 2021/2022 |
| <p>To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.</p> | <p align="center">All</p> | <ul style="list-style-type: none"> • Displays evident in school celebrating the success of protected characteristics – Dyslexia, Gender, Disability, Visual/Hearing Impaired, Race | <p>Kelly Brockhurst/Jacqui Brian</p> | <p>By Summer 2021</p> | <ul style="list-style-type: none"> • Some evidence of diversity and a key feature for 2020/2021 – diversity planning supplement produced – staff have completed dyslexia awareness training • Learning environment training for all staff and updates to learning environment to reflect this |
| <p>To deliver assemblies throughout the year which promote the children’s awareness of diversity, disability and equality</p> | <p align="center">Religion Belief, Disability</p> | <ul style="list-style-type: none"> • Children understand that they are part of a multi-faith society and learn about the values of other religions • A religious celebrations calendar to be updated and actively referred to when planning assemblies throughout the year to ensure that different faiths are represented • Assemblies relating to disability and equality to be planned for throughout the year | <p>SLT</p> | <p>Ongoing</p> | <p>Monitor – assembly themes</p> <ul style="list-style-type: none"> • Diversity themes/dimensions have been proactively included in assemblies in 2020/2021 • Increasing understanding of other faiths is a key feature of our on-going work. Respect and care are very good in our school but children need to develop their ability to talk about their specific kn/und • Assemblies planned on core |

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| <p>To broaden understanding of difference by celebrating and highlighting key events in the national and religious calendar, such as deaf awareness week, Black History Week, Paralympics and religious festivals from a range of faiths.</p> | <p>Religion, Ethnicity Belief, Disability</p> | <ul style="list-style-type: none"> • Promote difference and a range of cultures and community groups through visits to different places of worship and inviting faith speakers into school • Provide curriculum enrichments days/weeks to promote a range of faiths and the interests of groups with protected characteristics | <p>Curriculum leads SLT</p> | <p>Evaluated on an annual basis, each summer</p> | <p>values –promoting respect</p> <ul style="list-style-type: none"> • Diversity planning support tool prepared to ensure a widening understanding of diversity in our planned curriculum is developed • All staff have ensured there is a diversity element to learning – see booklets for record • Some plans could not proceed due to closure • JB – updated Cultural capital plan to include all key events |
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