



Alderman Bolton Primary Academy

Single Equalities Plan and Policy

Ratified: September 2023

Next Review Date: September 2027

Policy Responsibilities and Review

Policy Type	School
Guidance	This policy complies with Warrington LA guidance
Related Policies	<ul style="list-style-type: none">• Safeguarding• Behaviour• SEND
Review Frequency	Biennially
Committee responsible:	Local Governing Committee
Chair Signature	<i>D Proudfoot</i>
Changes in Latest Version	

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Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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. Guiding principles
4. In fulfilling the legal obligations cited above, we are guided by nine principles

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to: disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6:

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7:

Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8:

We base our practices on sound evidence. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9:

Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia, transgender Lesbian and Gay hate crimes.
- Prejudice against the nine protected characteristics; Faith, Sex, Gender, Maternity, Age, Race, Disability,

8. There is guidance in the Behaviour Policy Protocols on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. Incidents are also reported on the Heads report to Governors every term.

Roles and responsibilities

10. The local governing committee is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. A member of the local governing committee has a watching brief regarding the implementation of this policy.

12. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff (Rachel Oakley – Deputy Headteacher) has day-to-day responsibility for coordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

15. We ensure that the content of this policy is known to all staff and the local governing committee and, as appropriate, to all pupils and their parents and carers via our school newsletter.

16. All staff and the local governing committee have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. Religious observance

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training as part of our regular safeguarding training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the local governing committee.

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.

2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.

3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.

4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objective

Disabilities Equalities Scheme			
Key Improvement Priority 1: To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site.			Years: 2023 - 2027
Success Criteria:	<ul style="list-style-type: none"> • All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders' views have been considered within this plan. • The school has an aspirational curriculum in which leaders have improved general provision and not just an increase in additional provision. • Impact is tracked and is rigorously measured and is quantifiable: All ARE pupil gains are in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark. • Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEN criteria in regard to disability to under achievement. 		
Action	Lead Person	Time Scale	Training Needs
Conduct an annual audit to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stake holders views are represented with in the plan.	Business Manager Maintenance Officer Head teacher	January 23 - 26	
Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach communities.	Curriculum Lead	On going	MAT curriculum team SENDCO
To review and monitor the SEN offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEN statutory guidance.	SENDCO	On going	Staff meeting 1 x term
To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that Impact of provision can be measured.	Head teacher Senco TA Lead Class teacher	On going	Pupil progress meetings SENDCO SLT meetings
To implement personalised CPD for staff linked to their cohorts' pupil groups performance data and whole school self-evaluation.	SLT and specialist consultants	On going	Consultant support

Race/Religion/Sexual orientation/Gender Equalities Scheme			
Key Improvement Priority 2: To improve our children’s knowledge and understanding of the diverse community we live in and to promote acceptance and equality for all.			Years: 2023 - 2027
Success Criteria:	<ul style="list-style-type: none"> • Greater understanding and knowledge of differences between all will result in increased acceptance, equality and respect for all • The school ethos and curriculum promotes respect for differences within the school community • Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. 		
Action	Lead Person	Time Scale	Training Needs
Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities	Curriculum Lead	Autumn Term 2023 and the ongoing review	
Members of the community invited in to share with children knowledge about their own religions	RE Lead	Ongoing	
To celebrate cultural and ethnic diversity within school and wider Warrington community	PSHE Lead and RE Lead	Ongoing	
Audit resources in school especially books to ensure that they reflect the diverse world around us	PSHE Lead	Termly	
Staff training on Gender Equality and awareness of LGBTQ+	PSHE Lead	Spring Term 2023	National College
Use collective worship as an opportunity to celebrate a range of cultures, beliefs and countries (RE Team leading whole staff)	Senior Leaders and PSHE Lead	Ongoing	

Race Equalities Scheme	
Key Improvement Priority 3: To ensure that pupils and adults can fully participate within the school’s curriculum offer and that the school actively celebrates difference.	Years: 2023 - 2027
Success Criteria:	<ul style="list-style-type: none"> • EAL Pupils make at least good if not better progress. • There is a reducing trend of racial incidents year on year.

	<ul style="list-style-type: none"> • There is a visual celebration of difference through- out the school woven into the school’s curriculum offer • The school’s curriculum design and enrichment opportunities proactively promotes community cohesion. • Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. • To link with hard to reach families. 		
Action	Lead Person	Time Scale	Training Needs
School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding.	Headteacher, Data Manager and Class Teacher	Ongoing	
To access Warrington LA EAL Team to support teaching staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff.	SLT EAL Lead EAL Team at WBC	Ongoing	National College EAL Team
To ensure we can communicate effectively with are EAL Families facilitated by EAL Team at WBC	EAL Lead Class teacher EAL Team at WBC	Ongoing	
To promote whole school positive ethos within the school curriculum through teaching and learning, resourcing appropriately and enrichment experiences.	SLT All staff	Ongoing	