



**Billinge Chapel End Primary School**  
**Equality Plan**  
**(2017-20)**

## **Introduction**

The following scheme has been written in conjunction with representatives of the school staff and governors and fulfils current legislation requirements.

## **Ethos**

- In accordance with our aim, mission statement and ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality. Our commitment to meeting our duty under the provision of the Disability & Discrimination Act 2006 underpins all that we do at Chapel End.
- We will respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.
- We will anticipate the needs of those with a disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of school life.

## **Responsibilities**

### ***The governors are responsible for:***

- making sure the school complies with the relevant equality legislation and
- making sure the school Equality Scheme and its procedures are followed:

### ***The headteacher is responsible for:***

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils and their parents and guardians know about them;
- producing information for staff/governors about the plans and how they are working;
- making sure staff know their responsibilities and receive appropriate training and support
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bully related to gender or disability.

### **The Senior Leadership Team is responsible overall for:**

- dealing with reports of hate-incidents.

### ***All staff are responsible for:***

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

**Visitors and contractors are responsible for:**

- knowing and complying with our Equality Scheme.

## Race Equality Plan

This plan sets out how Chapel End Primary School will work to promote race equality. It addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the St Helens Council procedures for reporting incidents involving pupils in schools.

### 2. Ethnic Monitoring

At the time of writing this scheme, there are 5 ethnic children on the school roll. The school is aware of the need to consider issues of ethnicity in the recruitment, induction and retention of members of staff and members of the Governing Body.

### 3. Impact Assessment

All the school's policies are being regularly reviewed & assessed in regard to the general duty under the Race Relations (Amendment) Act 2000.

### 4. Action Plan to address the General Duty to promote race equality

Aspect	Actions	By Whom	Start	Finish	Evidence that it is completed
Promote equality of opportunity	Monitor practice. Review policies	SLT	Autumn 2017	July 2020	HT reports to Governing Body. Policies in place and effective.
Eliminate unlawful discrimination	Monitor racist incidents and log with LA.	HT	Ongoing	Ongoing	HT reports to Governing Body
Eliminate racist harassment	Monitor practice. Review policies.	HT	ongoing	ongoing	HT reports any incidents to Governing Body/LA
Promote good relations between different ethnic groups	Review PSHE& Curriculum provision	PSHCE + Pastoral Care Manager	Autumn 2017	July 2020	HT reports to Governing Body

	<p>Look to invite leaders from ethnic groups into assemblies. Encourage participation in events organised by the Imam Trust</p>				
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**5. How Policies and practice are monitored**

Policies are regularly monitored with regard to issues including employment issues and attainment of black and ethnic minority pupils.

**6. How information gathered is used**

A variety of methods are used including incident books, staff observations, monitoring of practice, external agency reviews, HT reports to Governing Body and performance management programmes.

**7. Staff Development**

All members of staff have access to a range of professional development opportunities to provide equitable skills and competencies. The Senior Leadership Team will seek further development opportunities in the area of race equality.

**8. Annual Reporting**

Progress towards the Action Plan will be reported at the full Governing Body meetings.

**9. Review**

The next race equality plan review to be completed by the end of the Summer Term 2020

## Disability Equality Plan

### 1. Introduction

This plan sets out how Chapel End Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal activities. The plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

### 2. Involvement of Disabled People

The plan was written by the HT in consultation with staff, parents and children at Chapel End primary School.

### 3. Impact Assessment

All the school's policies have been assessed in regard to the general duty under the Disability Discrimination Act 2005 and the Special Needs and Disability Act 2001.

### 4. Action Plan to address the General Duty to Promote Disability Equality

Aspect	Actions	By Whom	Start	Finish	Evidence that it is completed
Promote equality of opportunity between disabled and other persons	Actively seek inclusion opportunities for all pupils	All staff	ongoing		Continued high number of inclusion activities. All new projects to ensure DDA is considered.
Eliminate unlawful discrimination	Monitor practice. Review policies. Review premises.	Governing Body, HT	ongoing		HT reports to Governing Body
Eliminate harassment related to disabilities	Monitor practice across all settings	HT	ongoing		HT reports to Governing Body
Promote positive attitudes to disability	Encourage pupils participation in LA events alongside disabled peers.(eg Lansbury Bridge Games) Staff INSET	Whole school community	ongoing		HT reports to Governing Body
Encourage participation by disabled people	Monitor design of building/proposed building alteration ( Access Plan)	Governing Body SLT	ongoing		HT reports to Governing Body. All new projects to ensure DDA is considered.

Take steps to take account of people's disabilities	Monitor design of building and proposed building alterations	Governing Body FPE committee	ongoing	HT reports to Governing Body All new projects to ensure DDA is considered.
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#### 4. Accessibility Plan, as required by the SEN and Disability Act (SENDA) 2001

Aspect	Actions	By Whom	Start	Finish	Evidence that it is completed
Improvements in access to the curriculum	Monitor effectiveness of current curriculum in meeting pupil needs	All staff + SLT	Ongoing		Pupil attainment, evidence in school's tracking system and data summary of progress of children with disability.
Physical improvements to increase access to education and associated services	Monitor proposed building alterations	Governing Body FPE committee	All future projects to take account of current legislation		Reports to Governing Body when applicable
Improvements in the provision of information in a range of formats for disabled pupils	Consider necessary modifications <b>Eg Filters for dyslexics/sloping desks)</b>	SLT + Governing Body	Ongoing		Increased participation of all pupils

#### 6. How Policies and Practice are Monitored

Policies are regularly monitored with regard to issues including employment issues and attainment of pupils with a disability.

#### 7. How Information gathered is used

A variety of methods are used including incident books, observations, monitoring of practice, external agency reviews, HT reports to Governors and performance management programmes.

#### 8. Staff Development

All members of staff have access to a range of professional development opportunities to provide equitable skills and competencies. The Senior Leadership and Management Team will seek further development opportunities in the area of disability equality.

#### 9. Annual Reporting

Progress towards the Action Plan will be reported at the full Governing Body meetings.

10. The next disability equality plan review in the Summer Term 2020.

## Gender Equality Plan

### 1. Introduction

This plan sets out how Chapel End Primary School will work to promote gender equality. It plan addresses our specific duties under the Equality Act 2006.

### 2. Impact Assessment

All policies have been assessed in regard to the general duty under the Equality Act 2006.

### 3. Action Plan to Address the General Duty to Promote Gender Equality

Aspect	Actions	By Whom	Start	Finish	Evidence that it is completed
Eliminate unlawful gender discrimination	Monitor practice Review policies	Governing Body	Ongoing		Reports to Governing Body - if necessary
Promote equality of opportunity between men and women	Monitor practice with particular reference to recruitment.	Governing Body	ongoing		Reports to Governing Body
Other actions required	Promote positive role models in all curriculum planning.  Positive language and avoidance of stereotype	Subject Leaders	Monitor curriculum and update with new examples from contemporary figures.		Subject leaders indicate that planning reflects the positive role of some significant figures who have overcome a disability and made an impact on society. (Paralympics)

### 4. Gender Monitoring

The school is aware of the significantly greater number of female members of staff than male. This is reflective of the career development within primary teaching and is not considered a product of discriminatory practice by the school.

### 5. How Information is Gathered

A variety of methods are used including incident books, observations, monitoring of practice, external agency reviews, HT reports to Governors and performance management programme.

### 6. Staff Development

All members of staff have access to a range of professional development opportunities to provide equitable skills and competencies. The Senior Leadership and Management Team will seek further development opportunities in the area of gender equality.

## **7. Annual Reporting**

Progress towards the Action Plan will be reported at the full Governing Body Meetings.

## **8. Review**

The next gender equality plan review in the Summer Term 2020.