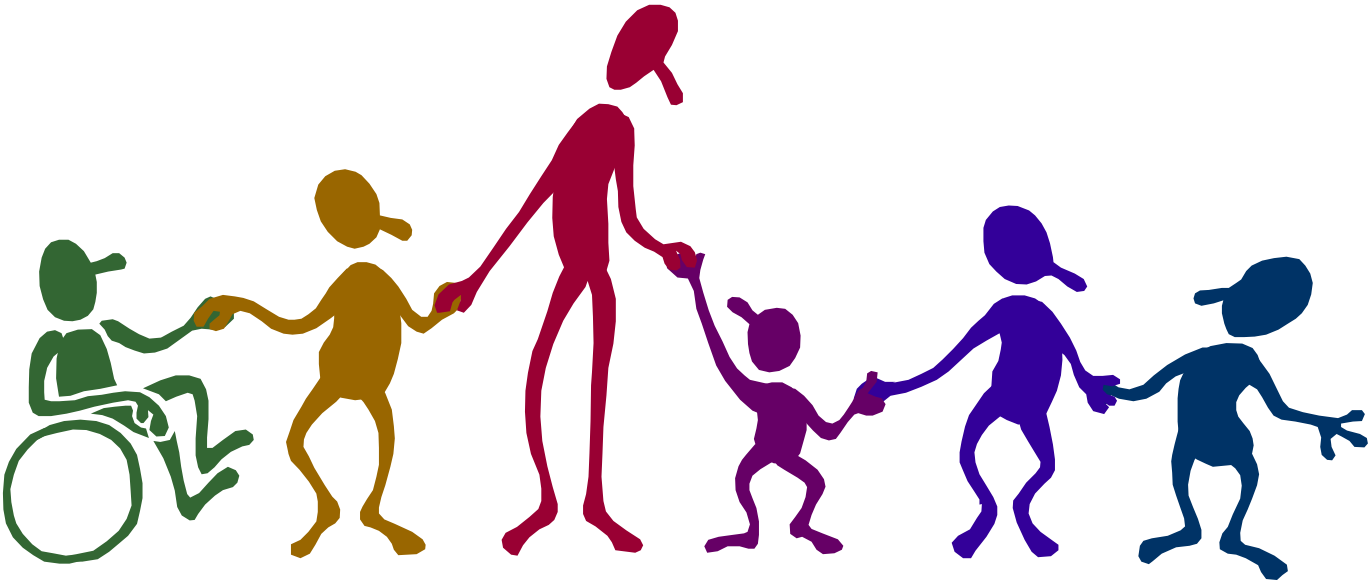


Equality Plan
2024-2028

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?

☑ Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

☑ Is pupil achievement analysed by race, disability 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 race, disability 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 black and 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 such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability 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?

Sandridge School Equality Plan

1. **School context**
2. **Mission statement**
3. **Mainstreaming equality into policy and practice**
4. **Equal Opportunities for Staff**
5. **Equality and the law**
    a. **Race**
    b. **Disability**
    c. **Gender**
    d. **Sexual orientation**
    e. **Community cohesion**
6. **Consultation**
7. **Roles and Responsibilities**
8. **Tackling discrimination**
9. **Review of progress and impact**
10. **Publishing the plan**
11. **Action Plan**

SCHOOL CONTEXT

Sandridge School is a one-form entry primary school situated in the village of Sandridge, St Albans. It has a Published Admission Number (PAN) of 30 for pupils in Reception to Year 6 and a PAN of 26 for Nursery. However, given our Nursery numbers have been low for a few years, as of September 2024, we are not taking any Nursery pupils.

From 2011-2016 numbers rose from 137 to 214 pupils on roll. An additional two classrooms were added to the school building in 2013 to accommodate the rising numbers. A Music Studio was built on site in 2018 following Landowner Approval for a modular unit in June 2016.
Over the last few years, however, numbers on roll have fallen due to mobility of families within the village and surrounding area and a significant drop in the birth rate. Current numbers on roll are 142.

We are currently considering whether to close our Nursery and are working with the Local Authority with regard to next steps. We are also in discussions with the Local Authority regarding a reduction of our PAN from 30 to 15.

Many pupils who have arrived in the last year have come from overseas, particularly from Hong Kong. Language and academic ability is now very wide.

SEN: 19%
Pupil Premium: 21%
EAL: 22%

Attendance is broadly in line with national expectations.
The school's most recent Ofsted inspection (March 2019) graded the school as Good in all areas.

MISSION STATEMENT

At Sandridge, 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, 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.

MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

Our school is committed to meeting the Public Sector Equality Duties (PSED).
The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED).
The specific duties require schools to:

- publish annually information quantitative and qualitative, showing compliance with the public sector equality duty set out in clause 149 of the Equality Act 2012
- to set every four years one or more specific measurable equality objectives that further the aims of the equality duty

Protected Characteristics
The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provision are:

- age (staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (staff only)

Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.
Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.
At Sandridge, we implement an accessibility plan which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

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 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 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 AND challenge stereotypes where appropriate;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Though we are not currently taking Nursery pupils, our Nursery admissions arrangements have always been fair and transparent and do not discriminate on race, gender, disability or socio-economic factors. Should we re-open our Nursery, we will ensure these arrangements continue.

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

EQUAL OPPORTUNITIES FOR STAFF

We comply fully with legislation which protects our staff (including teachers, teaching assistants, midday supervisors and trainee teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion/belief or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents

- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

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 Sandridge School will take to meet the general duties detailed below.

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.

Disability

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

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 Scheme every three years.

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 Scheme every three years.

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.

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 socio-economic backgrounds. The duty came into force on 1 September 2007.

CONSULTATION AND INVOLVEMENT

We have welcomed the participation and involvement of staff, pupils and parents from broad and diverse backgrounds and of different abilities. We have achieved this by using the following to shape the plan:

- feedback from annual parent questionnaires and parent consultations
- input from staff meetings / INSET;
- feedback from the school council and PSHE lessons
- issues raised in annual reviews or reviews of progress on SEN Support Plans / Personalised Provision Maps, mentoring and support;
- feedback at Governing Body meetings.

ROLES AND RESPONSIBILITIES

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

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.
- The Governing 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 governors 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 governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body 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 Plan and she is supported by the Governing Body in doing so.
- It is 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 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.

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 and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary.

All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority 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

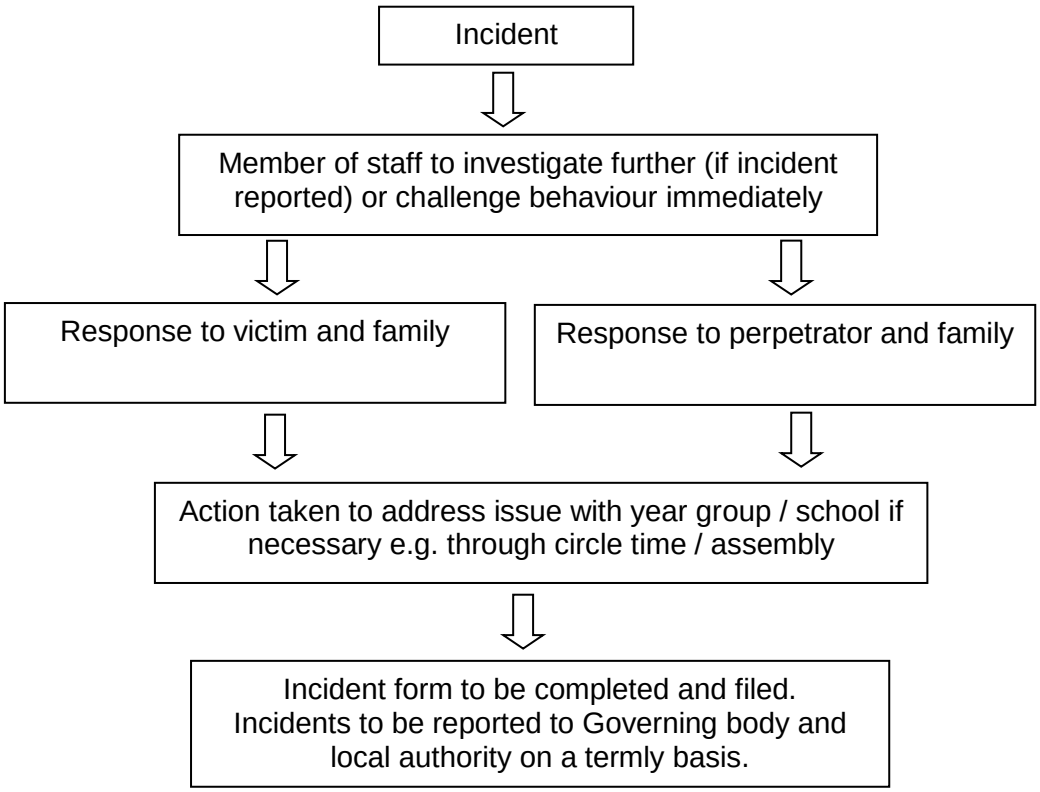
Types of discriminatory incidents that can occur are:

- 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, 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;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

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

The procedure for responding and reporting is outlined below:



REVIEW OF PROGRESS AND IMPACT

Equality Impact Assessments (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct pupil voice activities such as anti-bullying questionnaires
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

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 four 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 and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

PUBLISHING THE PLAN

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

- publish our 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 PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	MUST BE INCLUDED Publish and promote this updated Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey.	Headteacher	Autumn 2024 and ongoing with families annually (usually Spring term)	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan.
All	Ensure that the school's curriculum promotes people that pupils can positively identify with. Ensure it reflects the school's diversity in terms of race, gender and disability. Avoid tokenistic coverage.	Increase in pupils' participation, confidence and achievement levels.	Subject Leaders	Autumn 2024 and ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes and ensure representation on the programmes fully reflect the school population in terms of race and gender.	Gifted and Talented 'register' monitored by race, gender and disability.	SENCo	Dec 2024 then termly	Analysis of the Gifted and Talented 'register' indicates it is changing to reflect the school's diversity.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE.	Senior Leadership Team	Ongoing	Increasing diversity and range of languages (relevant to school) reflected in school displays across <u>all</u> year groups.
Race Gender Equality Duty	Raise the attainment and progress of: - Boys' Reading & Writing - Girls' Maths - EAL/BME attainment & progress	Half termly pupil progress review meetings SLT/subject leader monitoring activities.	Senior Leadership Team	December 2024 onwards – termly basis	Attainment and progress for this group is at least Expected.
Race Equality Duty	MUST BE INCLUDED Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the	The Headteacher / Governing body will use the data to assess the	Headteacher / Governing Body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents.

11. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
	Governing body on a termly basis.	**impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?**			**Consistent nil reporting is challenged by the Governing Body.**
Gender Equality Duty	**Introduce initiatives to encourage girls' interest in STEM (Science, Technology, Engineering & Maths) through:** - **Signposting to clubs/events** - **Mad Science Club (or equivalent)** - **Inter-schools curriculum events** - **Maths challenges / games**	**Increased participation of girls in 'STEM' related clubs, events and challenges.**	**Senior Leadership Team & relevant Subject Leaders**	**January 2024 & ongoing**	**More girls take up extra-curricular STEM related activities.** **Girls' achievement increases in Maths, Science & Technology.**
Community cohesion	**Use of national events to promote and gain a wider understanding of the diversity of UK society (and how our school reflects UK diversity) through assemblies, PSHE, School Council / Pupil Parliament.** **Extend links to Black History Month, European Day of Languages, Deaf Awareness Week, Pride Month, International Week, Britain since 1930s History, literature, arts etc.**	**Increased understanding & awareness of diverse society.**	**Senior Leadership Team & all staff**	**Ongoing**	**Children are able to talk about diversity of both school and UK with increasing understanding, empathy and acceptance.**

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- pupil achievement is monitored by race, 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 Gifted and Talented programmes, and representation on the programmes 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 / Pupil Parliament by election or co-option); class assemblies; fund raising etc;
- disabled 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 who are under-achieving, in order to make 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;
- actively seek to recruit disabled people 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;

- actively seek to recruit disabled people to the Governing Body 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 disabled pupils 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 the new 'Identity and Diversity: living together in the UK' strand of 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 and Local Authority 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, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;

- the governing body will review the effectiveness and success of its Equality Plan. We will place the review alongside the plan on our website.