



Ditton Primary Academy

Single Equalities Plan and Policy

Ratified: December 2024

Review: January 2028

Policy Responsibilities and Review

Policy Type	School
Guidance	This policy complies with Warrington and Halton LA guidance
Review frequency	Annually
Committee responsible	Local Governing Committee
Chair signature	D Lee
Changes in latest version	

Contents

Legal framework	4
Principle 1:.....	4
Principle 2:.....	4
Principle 3:.....	4
Principle 4:.....	5
Principle 5:.....	5
Principle 6:.....	5
Principle 7:.....	5
Principle 8:.....	6
Principle 9:.....	6
The curriculum.....	6
Ethos and organisation	6
Addressing prejudice and prejudice-related bullying.....	6
Roles and responsibilities.....	7
Information and resources	7
Religious observance	8
Staff development and training.....	8
Breaches of the policy	8
Monitoring and review.....	8
Background and acknowledgements	8
Equality Data School Census January 2024.....	8
Single Equalities Scheme 2023-2026.....	11
Race Equalities Scheme 2023-2026.....	12
Gender Equalities Scheme 2023-2026	14
DITTON COMMUNITY COHESION ACTION PLAN 2023-2026	17

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.
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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, homophobic, transphobic 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 consult and involve widely. 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, and individuals of a gender identity
- People of different sexual identities

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
- all gender identities
- people of different sexual orientations

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 (Kay Tobin Assistant Head teacher) 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 Executive Principal and 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 2001, 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 objectives

Equality Data School Census January 2024

Age: Our published PAN is 60. The largest year group currently is Year 5 (63) pupils

Staff profile

0% in their 70s

3.77% in their 60s

20.75 in their 50s

32.07% in their 40s

30.18% in their 30s

13.2% in their 20's

Gender

Of the 368 pupils in school 54% are boys and 46% are girls.

The staff population of 55 is significantly more female than male but there are 10 male members of staff and one transgender member.

Disability

There are 9 children with a physical disability

All areas of the school are accessible. The number of pupils with an Education, Health and Care Plan is 9. There are no disabled members of staff.

Race

84% (309) of pupils are White British compared nationally to 65%.

16% (59) of pupils of our school population are from minority ethnic groups compared to national 33.9%

The number of children with English as an additional language is 28, which is 7.6%, compared to 21.3% at a national level

Any recorded incidents would be reported to Local Governing Body and LA.

The attendance of our children from minority ethnic groups is monitored.

Religion or Belief

Not collected

Marriage or civil partnership

No data is collated by the school about staff or parent's marital status, apart from the names given for home contact and information about whether letters home or reports are to be duplicated and sent to 2 addresses.

FSM

171 PUPILS (46%) are eligible compared to national at 17.3%

Vulnerable Groups

10 post Looked after children

0 pupils have parents in the armed forces

Bullying and Discrimination

The school consistently records and reports incidents of bullying to the Local Governing Committee

This information is updated annually.

Single Equalities Scheme 2024-2027

Disabilities Equalities Scheme				
Key Improvement Priority: 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. Lead person accountable for the plan: Janette Pyne		Years: 2024-2027	Finance Plan: How much will the plan cost - £3,000	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <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 accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
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 holder's 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.	Graeme Bourque- Curriculum Lead Bethany Magan – PSHE lead	On going	MAT curriculum team SENDCO	Curriculum Lead/ Sendco/ Subject leads
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.	SENCO	On going	Staff meeting 1 x term	Sendco ½ per term £500

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 Senco SLT meetings	Release time x3 (one day per term) £1,000
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Race Equalities Scheme 2024-2027

Race Equalities Scheme				
Key Improvement Priority: Priority 2- To ensure that pupils and adults can fully participate within the school’s curriculum offer and that the school actively celebrates difference. Lead person accountable for the plan: Janette Pyne		Year: 2023-2026	Finance Plan: How much will the plan cost - £7,000	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none">• EAL Pupils make at least good if not better APS progress.• There is a reducing trend of racial incidents year on year.• 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 accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time

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.			HT & HT Data Manger Class Teacher	On going	N/A	School tracking updated cost £1,000 annually
To ensure we can communicate effectively with are EAL Families facilitated by EAL consultant.			TBC	On Going	N/A	£2,000
To promote whole school positive ethos within the school curriculum through teaching and learning, resourcing appropriately and enrichment experiences.			SLT Teaching staff	On Going	To be decided	£2,000
Monitoring						
Who	What	Where	When	How	External Validation	
Staff member responsible	Specific outcomes	Staff mtg /progress mtgs termly	Oct/Feb/June	Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through the Principals report	Any external validation	
Impact: What will the outcomes be?			Evidenced by/ through		Evaluation Have the intended outcomes been achieved?	
EAL consultant continues to work with pupils families and staff to ensure children access the curriculum and progress rapidly			ROL ASP 2024- 27 School data 2024 & 2027 ISDR			
The schools values are role modelled by staff and children which ensures all pupil groups thrive academically and as the whole child			Parental and Pupil voice, feedback		Practices within school have been effective.	

Gender Equalities Scheme 2024-2027

Gender Equalities Scheme		
<p>Key Improvement Priority:</p> <p>Priority 3- To close the attainment gap between pupil groupings and in particular attainment difference between by developing teaching pedagogies</p> <p>Lead person accountable for the plan: Dan White</p>	<p>Year 2024-2027</p>	<p>Finance Plan</p> <p>How much will the plan cost - £8,500</p>

Success criteria:	Focus on outcomes. Specific, measurable impact on pupils <ul style="list-style-type: none"> • All pupils make at least expected progress and that many may exceed. • Any attainment gap between boys and girls demonstrated a reducing trend. • To ensure that all pupil groups within school can articulate that they feel safe. • To ensure that curriculum design and resources meet the needs of all pupils. • To develop an ethos and environment visually demonstrates that young people can be themselves. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
All staff including non- teaching staff to have regular and refreshed training on LGBT and sexuality in order to provide an appropriate curriculum and school environment to support learning.	SLT	Ongoing	Provided by DSL regularly and refreshed during annual Safeguarding training	CPD budget £500
The school audits curriculum provision and invests in appropriate enrichment activities and resources to support these pupil groupings.	SLT Subject Leaders	Ongoing	1X per term	Staff budget £1,000
The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities	SLT Class teacher Subject Leaders	Ongoing	1 x Term	Staff budget £500
Pupil conferences to audit pupil views on the appropriate use of language to describe difference and how effective are the application of the school's policies and additional actions to implement this plan.	SLT	Ongoing	1 x per term	Staff budget £500
Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures.	SLT and Class Teacher	Ongoing	To be decided	£5000 CPD budget
School identifies additional resources on the schools provision map to target closing the gap for pupil groupings	SLT	Ongoing	To be decided	Intervention Budget and Tuition Budget
Monitoring				

Who	What	Where	When	How	External Validation
Staff member responsible	Specific outcomes	Staff mtg /progress mtgs termly	Oct/Feb/June	Scrutiny of data/ AM7 Lesson Observations/ termly report to govs	Any external validation Inclusion award
Impact: What will the outcomes be?		Evidenced by/ through		Evaluation Have the intended outcomes been achieved?	
All staff receive regular training linked to our safeguarding training – prejudice, bullying, LGBT, sexuality.		Training records		Staff are confident to recognise incidents and are able to confidently address them effectively.	
School has invested in resources to address tolerance and diversity and it has formed a part of the curriculum base delivery		Recommended reading books in reading areas, curriculum topics based around recommended literature, visual inclusive displays on different kinds of families		Practices within school have been effective. Little or no negative issues that arise with children or parents. Children and parents present well with understanding of diversity	
Regular pupil voice audits address the use of appropriate choices of language to train and raise awareness of prejudice based languages		Pupil voice audits		Practices within school have been effective. Any issues that arise from time to time are addressed quickly with positive feedback from parents. Children and parents present well with understanding of diversity	
Cp policies behaviour policies adjusted to reflect the schools responses and procedures		Policy files		All staff follow school policies	
Pupil progress meetings identify pupils who make accelerated progress and the mapping of resources has been successful to ensure pupils attain and make progress against their targets.		School tracking ASP ISDR		Practices within school have been effective	

DITTON COMMUNITY COHESION ACTION PLAN 2024-2027

Key Principles: Belonging, valuing diversity, equity, strong and positive relationships

Lead person (s): Janette Pyne

<u>Standard</u>	<u>Action</u>	<u>How will it be monitored</u>	<u>Who is responsible</u>	<u>Time frames</u>
The school maintains regular, proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap.	<p>Record attendance at parents evening</p> <p>Offering alternative arrangements for parent's meetings targeting parents who are reluctant to engage</p> <p>Ensure both parents who are separated continue to receive documents/information from school.</p> <p>Actively invite parents to PTA</p>	<p>Register numbers who attend.</p> <p>Admin regularly contact home for non-attenders</p> <p>Pastoral learning mentor to actively</p>	<p>Class teachers/ Admin</p> <p>SLT/ class teachers/ admin</p> <p>Class teachers</p> <p>Learning Mentor</p>	<p>Every parents' evening – 3x per year</p> <p>Open days</p> <p>Online meetings</p>
The school organises opportunities for and participates in, regular intercultural exchanges aimed at promoting good community relationships	Establish links with a school in another country (Peru)	Various projects, assemblies, displays around school.	<p>Subject leaders</p> <p>Teacher/TA lead</p>	All Ongoing
Plan additional opportunities through the curriculum that help children to find out about the customs and traditions of different cultural backgrounds	<ul style="list-style-type: none"> National and International topics Multicultural Arts work Religious festivals/ celebrations Themed assemblies Educational visits 	<p>Parents invited to events</p> <p>Displays</p> <p>Evidence on website</p>	<p>SLT</p> <p>Subject leaders</p>	All Ongoing

To become familiar with the school's vision of a diverse, inclusive, tolerant and equitable society and the promotion of British Values	<ul style="list-style-type: none"> Displays in classrooms <ul style="list-style-type: none"> Curriculum School Council Play/sports leader's development Visitor assemblies Additional artefacts Celebrating event days i.e. Mental Health week, Antibullying week 	Embedding of cultural diversity in each class room Displays in each class room and central displays Visit MP's	Class Teachers Class Teachers/TA leader Learning Mentor	On going On-going
School curriculum and long term, medium and short term planning and resources actively contribute to the development of pupils' sense of identify through knowledge and understanding of diversity	<ul style="list-style-type: none"> Review all curriculum mapping across primary school Use appropriate relevant resources that are representative of our diverse community Sustain children community enjoyment e.g. Fund raising, volunteer work, e.g. choir singing, HPAN festival, nursery visits 	SLT/Subject Leaders monitoring Website hits Parent/ children surveys	SLT / Subject Leaders Governors Class teachers Learning mentor Parents to view New curriculum (website)	Ongoing Ongoing
Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UK's increasing diversity.	<ul style="list-style-type: none"> Cultural days, international day, International day Art, music, Summer Fair, reciprocal visits to Peru 	SLT / Subject Leaders monitoring	PTA/SLT/ class teachers	Ongoing
The school works with local Mat schools and wider networks to ensure pupils have access to a rich, broad and personalised curriculum.	<ul style="list-style-type: none"> Meet regularly with link teachers Parents informed through newsletter and website Provision monitored and reviewed Interschool sporting events and visits 	Subject co-ordinators/ Class teachers meet with staff Sharing of good	SLT Class teachers SEN Co-ordinator	On Going

practice

All staff have received regular training to deal with inequality, bullying and racist all groups, gender, SEN, race, religion and belief, disability, sexual orientation or gender reassignment as part of our annual safeguarding training around the 7 protected characteristics.	<ul style="list-style-type: none"> ☐ To continue to closely monitor and log any racially and homophobic motivated incidents ☐ All staff to act as role models ☐ challenging offensive terminology and following school protocols and policies and reporting it to SLT CEOP training staff, parents and working with children ☐ children 	<p>Data sent to local authority</p> <p>Assembly PSHE/lessons</p> <p>Inset session on dealing with incidents</p>	<p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>
Governors and staff know their responsibilities under relevant legislation	<ul style="list-style-type: none"> ☐ Meeting with SLT to discuss issues of equality ☐ All staff to attend initial and refresher training in regards to safeguarding and inclusion. Discriminatory practice challenged ☐ Governors to read and understand ☐ Equalities policy 	<p>Induction check lists completed</p> <p>Training takes place</p> <p>Governing body meetings minutes</p>	<p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p>	<p>Ongoing</p>
Reach out to groups within the school community, PTA,	<ul style="list-style-type: none"> ☐ Meet to plan greater diversity of events ☐ Parent Workshops/ transition meetings etc. ☐ Display demonstrating different backgrounds and family structures 	<p>Range of displays which promote and recognised diversity</p> <p>Appropriate texts found and used across school.</p>	<p>Lead TA</p> <p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p>	<p>On Going</p>
Further develop aspects of Family Learning	<ul style="list-style-type: none"> ☐ To continue to support parents learning, workshops, support groups 		<p>SLT/ Governors</p>	<p>On Going</p>

