Springfield School

Single Equality Plan

2026 - 2027

Equality Plan

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1. The Equality Plan - Policy Outline

Introduction

1.1 The Equality Plan sets out Springfield school's approach to promoting equality and diversity. The Plan responds to the statutory duties relating to disability, gender and race equality which require the publication of disability, gender equality schemes and a race equality policy. While this Plan meets these legislative requirements, the school has long recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination. This plan includes the Equal Opportunities Policy, Race Equality Policy. These documents will now be included in this plan.

1.2 This Plan sets out:

- background information about the area and the school;
- the school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
- specific sections on race equality, disability equality, and gender equality; and
- action plans incorporating overall equality targets across the three areas, including targets relating specifically to each of the three areas.

The Legislation

1.3 A wide range of equality legislation is in place which places duties on public bodies, including schools, to promote equality and tackle discrimination. Race equality duties result from the Race Relations (Amendment) Act 2000. Schools are required to produce Disability and Gender Equality Schemes. This results from specific duties schools must follow outlined in the Disability Discrimination Act 2005 and the Equality Act 2006 respectively and the accompanying regulations. More detail about the legislation is included in the particular sections on disability, gender and race.

1.4 There is a range of other equality legislation which places duties upon the schools to which they must adhere but there is, as yet, no specific requirement to publish schemes or policies in these areas. The school has, however, included allusions to some of these other areas within its equality and diversity policy and will be working to integrate fully its approach to promoting equality in the areas of age, religion or belief and sexual orientation into this plan in the future if required.

1.5 Any requirements resulting from the duty to promote community cohesion as described in the Education and Inspections Act 2006 will also be incorporated into the plan.

1.6 The Equality Plan sets out in detail how Springfield School intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises Springfield School's approach to equality across the whole school community.

2. The School Context – What sort of school are we?

The school is situated on the south east side of Crewe next to the Manchester Metropolitan university within the Local Authority of Cheshire East

Springfield School is an All-Age School for pupils with significant learning needs encompassing pupils with profound and multiple needs and pupils with autism.
Data collected shows that the 98% of staff and 97% of pupils to be of white ethnic origin.
This data will be updated annually.

Data relating to pupils shows us comprising of:

	Grand totals	**%**
Pupil total	258 across 2 sites	

Our Gender data relating to staff shows us comprising of:
Number of colleagues working at the school either full time or part time = 140
Full time = 108
Part time = 32

Males	13	Full time = 10	Part time = 3
Females	127	Full time = 98	Part time = 29
Ethnic	12	Full time = 11	Part time = 1

Springfield School pupils have a diverse range of Socio-economic backgrounds.
Attainment levels of pupils can be found on Evidence for Learning.
97+% of pupils have English as their primary language.

Springfield School has an Accessibility Plan in place.

Recent data shows that we currently have no child from refugees or asylum seekers. We have one child from a Travellers background.

3. Equality – aims and values

3.1 The purpose of the Equality Plan at Springfield School is about providing equality and excellence for all in order to promote the highest possible standards. The principles of

this plan applies to all members of the school community – pupils, staff, governors, parents and community members.

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4. Our approach to promoting equality

4.1 The overall objective of the school's Equality Plan is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

4.2 This school is committed to equality principles and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society.

4.3 The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

5. Leadership, Management and Governance

5.1 The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

5.2 While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

5.3 The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

5.4 The governing body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike.

5.5 The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

6. Policy planning, implementation and review

6.1 The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

6.2 All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

6.3 All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

6.4 As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

6.5 Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

7. Staffing: Recruitment and staff development

7.1 The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance and, where appropriate, diocesan guidelines. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

7.2 The school, or its agent, routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

7.3 Steps are taken to ensure that everyone associated with the school is informed of the contents of this plan. New staff are familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.

7.4 Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

8. Personal development and pastoral care

8.1 The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

8.2 The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

8.3 All pupils are provided with appropriate career advice and guidance. Work experience providers are asked to demonstrate their commitment to equality principles. Placements are monitored to ensure compliance.

8.4 Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

8.5 Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

8.6 The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

9. Learning and Teaching

9.1 All pupils have access to their curriculum entitlement in accordance with Department of Education guidelines.

9.2 Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

9.3 Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators.

9.4 Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

9.5 Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

9.6 Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

10. School Curriculum

10.1 Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

10.2 The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

10.3 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

10.4 The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

10.5 Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.

10.6 Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

11. Admissions attendance, behaviour, discipline and exclusion

11.1 The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

11.2 Information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in most admissions' forms

11.3 The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.

11.4 Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

11.5 Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

11.6 Appropriate provision is made for leave of absence for religious observance for pupils and staff.

12. Attainment, progress and assessment

12.1 Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

12.2 The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

12.3 Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

12.4 Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

13. Partnership with parents and the community

13.1 The school endeavours to provide information material for parents in accessible, user-friendly language and formats and the school will endeavour to provide information in community languages, and alternative formats when requested.

13.2 Progress reports to parents can be provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue.

13.3 All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school.

13.4 When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

13.5 The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed

to include the whole community and at times may target minority or marginalised groups.

13.6 The school's premises and facilities are available for use by identified groups within the community. The school endeavours to address accessibility difficulties.

13.7 The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

14. Measuring Progress

14.1 Progress on this Equality Plan will be reviewed on a regular basis. The results of reviews will be published in formats that give the widest accessibility. However, the schemes contained within this plan and their accompanying action plans each have a statutory timetable for publication. This may mean that sections of this plan will be reviewed at different times.

14.2 The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties.

15. Future Strategic Priorities

15.1 While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality. It will use the Equality Plan to help drive its work forward.

15.2 The school recognises that it has finite resources and will be unable to achieve all the desired changes at once. The duties under the various acts are proportionate in that the weight given to equality should be proportionate to its relevance to a particular function. In practice, this means that the school will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential has been found to exist and promoting an inclusive environment are areas where particular attention, therefore, might be focussed.

15.3 Through its auditing process and the development of this plan, including taking account of the views of those consulted during this process, the school governing body have identified a range of equality and diversity priorities for action over the three years of the Plan.

- To ensure all staff receive adequate training to promote equality further.
- To engage parents and carers in supporting school in the promotion of equality

- To ensure all subjects promote equality in their planning where appropriate.
- To ensure records are kept up to date.

16. Disability Equality Scheme

16.1 **What do we understand by "disability"?**

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.

16.2 Some disability organisations recommend that all pupils with SEN statements and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities. Colleagues do, therefore, need to consider carefully self or parent/carers definitions that seek to categorise pupils as 'disabled' under the Act.

17. The General Duty – (Disability Equality Duty)

17.1 The Disability Discrimination Act 2005 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities.
- promote positive attitudes towards disabled persons.
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

18. The Specific Duties

18.1 The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require maintained schools to produce and publish a Disability Equality Scheme, demonstrating how they are meeting the requirements of the Disability Discrimination Act 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties.
- a school should involve disabled people in the development of the Scheme which we do through the School Council.

19. How we will meet the General Duty

19.1 **Involvement of disabled people in developing this scheme**

19.2 The school will use information collected in relation to disabled pupil progress and inclusion and disabled people's use of and views about its activities to judge how well it is performing in meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability equality.

19.3 The school has an up to date accessibility plan.

19.4 School records need to show all students with SEN and/or a disability and any actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc.

19.5 Action plans with definitive timescales are required as pupils, parents, staff and others will need to know what will happen, how and when.

20. Developing a voice for disabled pupils, staff and parents/carers

20.1 The school follows good practice for including pupils and parents/carers in review meetings, transition planning, and any other matter relating to pupil needs

21. The governing body

21.1 The Governing body play a full and active role in the promotion of disabled people within school

22. Removing barriers

22.1 This school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra

to tackle these barriers. We recognise also the need to keep including disabled pupils, parents and staff by asking them what they want on an ongoing basis. We will endeavour to:

a. Remove physical barriers
b. Widen access to the curriculum
c. Improve access to information (communications)

22.2 Making the school more accessible for disabled people is covered in the **School Accessibility Access Plan**

22.3 The school recognises that the duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

23. Disability in the curriculum – learning and teaching and the wider school curriculum

23.1 The school actively promotes the fostering of positive attitudes toward disability and this is undertaken in a curricular, personal, social developments and the local and wider communities.

24. Eliminating harassment and bullying

24.1 Please see bullying policy.

25. Information, performance and evidence

25.1 A wide range of data is already collected related to special educational needs and some related to pupils with other disabilities. The legal definition of a disability, however, is wider than that used for special educational needs and there is therefore a need to expand the coverage of the data collected.

25.2 Data shows that from September 2021 the school currently has 200 pupils with significant disabilities and 1 staff member with disabilities.

25.3 It is the aim of Springfield School that all pupils have entitlement to a full and varied curriculum.

25.4 Data on Admissions, transitions, exclusions for disabled pupils is maintained

25.5 The local authority already collects a wide range of information about the effects of its employment policies and practices. Mechanisms used to gather information include:

recruitment monitoring
workforce personal data audits
employee surveys

employees with disabilities group.

25.6 Race relations legislation requires a wide range of employment data to be published. This is already done for school staff. It includes:
(a) the numbers of –

- employees in post, and
- applicants for employment, training and promotion, from each group;

(b) the numbers of employees from each group who –

- receive training.
- benefit or suffer detriment as a result of its performance assessment procedures.
- are involved in grievance procedures.
- are the subject of disciplinary procedures; or
- cease employment with the Council.

26. Impact assessments

26.1 At each annual review the school will identify from its strategic planning policies to be developed during the year, whether they are relevant to promoting equality and whether, therefore, an equality impact assessment needs to be undertaken.

26.2 The school has undertaken an initial screening of its services and policies for relevance to promoting disability equality and uses this to assist in the identification of priorities for undertaking further development

26.3 Staff developing new policies recognise the need to consider their impact on promoting equality.

27 Reviewing and monitoring

Reviewing and monitoring will take place on annual basis but ongoing records will be kept as appropriate

28. Review date

September 2025

29. Staff responsible for developing this plan

Leadership Team

30. Disability Equality Scheme - Action Plan

- to ensure school continued to review its accessibility to all groups
- even though as of April 2018 we have no staff with disabilities we will maintain appropriate records to promote and ensure success of all

31. Gender Equality Scheme

31.1 **Introduction**

32. The General Duty (Gender Equality Duty)

32.1 The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment (and)
- to promote equality of opportunity between females and males.

This is known as the 'general duty' and is effective from 6th April 2007.

32.2 Due regard comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

32.3 As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

32.4 For the purposes of the above legislation-maintained schools are classed as public authorities

33. The specific duties

33.1 To support progress in delivering the general duty, there is also a series of 'specific duties'. Those specific duties include the following activities:

- **To prepare and publish a gender equality scheme**, showing how the school will meet its general and specific duties including **setting out its gender equality objectives**.
- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**

- **To gather and use information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, **in particular education functions**.
- **To consult stakeholders (**i.e. pupils, parents, employees, others service users or potential service users, including trade unions) **and take account of relevant information** in order to determine its gender equality objectives.
- **To assess the impact of its current** and **proposed policies and practices** on gender equality.
- **To implement the actions set out in its scheme** within three years, unless it is unreasonable or impracticable to do so.
- **To report** against the scheme every year and **review** the scheme at least every three years.
- The first scheme will be published by September 2007.

33.2 The school accepts that these duties set out a framework to assist it in planning, delivering and evaluating action to meet the general duty and to report on those activities. At the heart of this framework is the Gender Equality Scheme. This scheme sets out our means of meeting the elements of the general duty.

33.3 The school recognises that the duties apply to all public authorities whatever their size, but the way in which they are implemented needs to be appropriate to the size of the authority and the breadth of its functions.

34. How we will meet the General Duty

34.1 **Consultation - Developing a voices for pupils, staff, parents/carers and others**

34.2 The specific duties require schools to consult stakeholders when preparing a scheme.

34.3 In addition, the scheme itself includes an outline of the actions which the school intends to take or has taken in order to consult further.

34.4 The extent of consultation will be appropriate to the size, remit and resources of the school.

34.5 Where one sex has been under-represented or disadvantaged in a particular area we may, if necessary, make special efforts to encourage participation. There may also be particular barriers to participation where a minority group has experienced multiple disadvantages, for example, on the grounds of ethnicity and sexual orientation.

34.6 We recognise that it has been recommended that consultation on employment issues with the transsexual community is conducted separately, although individuals all groups are also actively encouraged to participate in mainstream consultation processes.

35. Gender Equality Priorities – Objectives

35.1 The specific duties require schools to ensure that their schemes set out overall objectives that they have identified for meeting the duty.

35.2 The school will ensure that appropriate weight is be given to the three elements of the duty.

35.3 Although, in many instances, we do not set our own pay systems we recognise that the governing body is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within the school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points) are fair and equitable.

35.4 *The objectives selected as our priorities for action, in consultation with service users and employees, and taking into account all relevant information are as follows).*

- To ensure Springfield School Governing body follows current legislation relating to such matters.

36.0 Caring Responsibilities and Gender Segregation

36.1 This schools endeavours to gather evidence on the impact of caring responsibilities on our workforce and our pupils.

36.2 We are reviewing which issues are relevant to any gender pay gap in our organisation by:

- monitoring where women and men work
- what hours they work and at what grade.

37. Gender impact assessment

37.1 This scheme sets out the actions that will be taken or have been taken to assess the impact of school policies and practices, or their likely impact, on gender equality. 'Policies and practices' covers all the proposed and current activities the school carries out, including, in particular, its education and employment functions.

37.2 The purpose of an impact assessment is twofold:

- to ensure that neither sex is disadvantaged by the school's decisions and activities
- to identify where the school can promote equality of opportunity between boys and girls and men and women.

37.3 At each annual review the school will identify from its strategic plans which policies are to be developed during the coming year, whether they are relevant to promoting gender equality and whether therefore a gender equality impact assessment needs to be undertaken.

37.4 New policies, while they are being developed, will therefore need to consider their impact on promoting gender equality.

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37.5 Additional screening questions we might use include:

- *Is there any evidence that boys and girls or women and men have different needs, experiences, concerns or priorities in relation to the issues addressed by the policy or practice?*
- *Is there evidence that particular gender groups have particular needs etc. in relation to this policy or practice?*
- *Of those affected by the policy or practice, what proportion are male and what proportion are female?*
- *If more females (or males) are likely to be affected by the policy or practice, is that appropriate and consistent with its objective?*
- *Where the policy or practice is intended to achieve a particular outcome, what is the evidence on the likely outcomes for boys, girls, women and men?*
- *Could the policy or practice unintentionally disadvantage people of one sex or the other or, for employment functions, could it disadvantage transsexual women and men? It is essential to consider not just the intended consequences of the policy or practice but also any unintended consequences and barriers that might prevent it being effective for one sex or the other.*
- *Consulting stakeholders will be used to help determine criteria for proceeding to a full impact assessment and in conducting the full process*.

37.6 Staff recognise that when decisions are being made on whether to amend a policy or practice to prevent unlawful discrimination or promote equality of opportunity, a policy or practice may have a differential gender impact but that in itself may not be enough to require amendment. The test of whether action needs to be taken is whether there is an adverse impact on one sex, and how serious that adverse impact may be.

38. Implementing the scheme

38.1 This school will, within the three-year period, implement the actions for gathering and using information and the objectives in their scheme.

38.2 It is important, however, that we consider other solutions where it is not reasonable or practicable to carry out a particular part of the scheme. We recognise that once barriers to equality have been identified, we will need to address them, considering alternative methods of overcoming them if those proposed originally are not practicable or reasonable.

39. Gender in the curriculum – learning and teaching and the wider school curriculum

39.1 Below are some examples of how gender equality is being promoted through the school curriculum.

- Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources will take account of gender equality.
- Resources that do not reflect the modern pluralist society will be systematically reviewed and replaced, if necessary.
- *Gender issues and sexism could also be raised through assemblies, PSHE and tutorial time.*

40. Eliminating harassment and bullying and discrimination

40.1 Springfield School will consider monitoring harassment and bullying incidents by gender.

41. School facility lettings

41.1 The school will endeavour to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally.

42. Contractors and procurement

42.1 Procurement is the process by which a public authority (school) enters into a contract with an external contractor to carry out works or provide goods or services.

42.2 School governors are aware that the gender equality duty applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself and that where a contractor is carrying out a public function on behalf of the school the legal liability for the gender duty in relation to that function remains with the public authority which contracts out the function. In view if this we recognise the need to build relevant gender equality considerations into the procurement process. We will do our best to ensure that relevant staff have appropriate training so that they fully understand the provisions of the legislation.

42.3 We will use available resources such as local authority human resources and equality staff and information from the Equal Opportunities Commission's website to ensure that all procurement is conducted consistently with the public authority's statutory gender equality duty.

42.4 We will seek to ascertain the relevance of gender equality issues to specific procurement contracts.

43. Information, performance and evidence

43.2 where appropriate Springfield School will examine gender effects on pupil achievement.

43.3 *A*ll learning opportunities available to young people of both sexes

43.4 Admissions, transitions, exclusions will be monitored.

43.5 Employing, promoting and training staff will be monitored.

43.6 Race relations legislation requires a wide range of employment data to be published. Some of this is already done for school staff including:
(a) the numbers of –

- employees in post, and
- applicants for employment, training and promotion, from each group.

(b) the numbers of employees from each group who –

- receive training;
- benefit or suffer detriment as a result of its performance assessment procedures;
- are involved in grievance procedures;
- are the subject of disciplinary procedures; or
- cease employment with the Council

44. Reviewing and monitoring

44.1 Will be monitored annually

45. Review date

45.1 September 2025

46. Staff responsible for developing this plan

Leadership Team

47. Race Equality Policy

48. Aims and Values

48.1 This school is a friendly and inclusive school that welcomes people from all ethnic backgrounds. We recognise the benefits of multiculturalism and celebrate the diverse communities. We view ethnic and cultural diversity as enriching the school community and wider society. School staff strive to promote this view. The school welcomes its duty of care towards pupils and staff so they may develop their abilities and feel comfortable in themselves and respected by others within the school community.

48.2 The school actively opposes all forms of racism. Anti-racism is not confined to a series of events but it is recognised as a long term process of change that requires the full commitment of the school community and involves consultation, reviewing, strategic planning and evaluation. Staff at this school are aware of racism and are expected to challenge it whenever it occurs.

49. Race Equality – some definitions

49.1 **Racism** is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. Racism promotes the false view that some racial groups are inherently superior to others and supports discriminatory behaviours based on this premise.

49.2 **Race equality** is a moral and social goal of equal value and equal opportunities for people of all ethnic backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities. Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that affect some people because of their ethnicity.

49.3 An **ethnic / racial group** is a group of people defined by reference to their colour, race, nationality or ethnic or national origins.

49.4 Direct **Racial discrimination** occurs when someone is treated less favourably because of their ethnic/racial background.

49.5 Indirect **racial discrimination** occurs when a condition or requirement applies equally to people of all racial groups, but many fewer people of a particular group are able to comply with it.

49.6 **Racial harassment** is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of harassment that can be equally distressing and that create an intimidating and unpleasant atmosphere in the school including,

- racist 'jokes', banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti;
- excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background;
- making racist insinuations;
- being condescending or deprecating about the way people dress or speak
- picking on people

49.7 Racial harassment is unwanted conduct of a racial nature or other conduct based on race affecting the dignity of people in school. Racial harassment is often extremely unpleasant for those who are its victims. Living in a state of permanent anxiety can destroy people's self-confidence, their powers of concentration, their health, their peace of mind, and their trust in other people in school. Racial harassment has damaging consequences for the school as a whole. It sows divisions and poisons the atmosphere for everyone.

49.8 Racial harassment may be deliberate and conscious but it can also be unintentional with perpetrators oblivious to victims' feelings and sensitivities. Absence of malign intention may be accepted as an explanation for the behaviour but it cannot absolve perpetrators of responsibility or consequences for it.

49.9 **Racial stereotyping** means generalising about a racial group in ways that deny the individuality of members of the racial group and lead to a simplistic and distorted understanding and image of members of that race. This is a form of racism in that it discredits the racial group by reducing it to a limited number of, often exaggerated, characteristics.

50. Our objectives – race equality and good relations

50.1 This school will work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and good race relations. We will work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and the whole community.

51. Race equality – other policies

51.1 It is essential that race equality underpins all our policies. The different circumstances and differing needs that may affect individuals because of their racial background need to be taken into account to avoid the risk of bad practice and the possibility of racial

discrimination through ignorance. Those monitoring and reviewing school policies and those contributing to these processes for local authority policies must bear in mind the question: does this policy and this way of doing things guarantee the same level of service to the people affected irrespective of their racial background? If the answer is 'no', then measures must be taken to improve policy and practice.

52. Race Equality Strategy

52.1 Pupil attainment and progress

In response to national and local data indicating disparity between the relative performance of different racial groups this school will seek to minimise and eradicate this by:

- monitoring the progress of ethnic minority pupils against their previous attainment in SATs and other assessments, and comparing this with the progress of other pupils in the same and other ethnic groups
- investigating the reasons for any disparities in the attainment of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging attainment targets
- making sure that teachers have access to performance data so that they can form appropriate expectations and targets for under achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for ethnic minority pupils at risk of underachieving, working in partnership with outside agencies when appropriate
- using displays, assemblies and other opportunities to provide good role models from different racial groups
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

52.2 Curriculum content

We believe pupil's attainment is highest if the curriculum is relevant, accessible and interesting. This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address ethnic minority issues and interests throughout the curriculum
- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures
- challenge prejudice and racism through curriculum content
- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds

- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom
- ensure that option choices and careers guidance encourages ethnic minority pupils to consider the widest range of opportunities including the full range of post-sixteen options and avoid stereotyping pupils career choices on the basis of their ethnic background
- take steps to ensure that ethnic minority pupils do not suffer racism or discrimination during their work experience and make sure that placements are given without bias
- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- work consistently to ensure that pupils have the understanding of and skills required to deal with this behaviour

53 Learning and teaching

Staff will seek to adopt teaching styles and methods to the needs of all pupils, including those from ethnic minority groups. They will therefore:

- where appropriate, adapt teaching styles teaching styles to suit pup[ils' learning styles
- ensure that all staff know how to help pupils whose first language is not English to improve their communication skills in English
- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils from different ethnic groups to work together, and take positive action to engender mutual respect and trust.
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- check all internal assessment tasks for cultural bias prior to use
- use assessment result to ascertain any specific learning, resource or support needs for ethnic minority pupils
- identify any bias found in teacher assessments or reporting on ethnic minority

54. Pastoral care and school ethos

54.1 This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, included and at peace in the school environment. The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils and from different ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from different ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups

- train all staff on how to implement this policy, including how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from ethnic minority pupils, parents, and staff to identify any obstacles that prevent them form making the most of the opportunities provided by the school and take the actions necessary to remove them
- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities
- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils
- make sure, wherever possible, that displays of work and assemblies reflect the ethnic make up of the school community, promote cultural diversity and support increased understanding of the wider world
- consider pupils' cultural and religious backgrounds and experiences to improve the inclusiveness of extra-curricular activities and use extra-curricular activities to promote multicultural awareness and understanding
- monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision
- where appropriate, use older ethnic minority pupils as role models for younger pupils
- remove racist graffiti at the earliest opportunity and take appropriate action against perpetrators if known
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents are involve senior staff and staff with specialist knowledge in the area of race equality

55. Pupil attendance, behaviour discipline and exclusion

55.1 This school endeavours make sure that pupils from all ethnic backgrounds attend regularly and conduct themselves responsibly. Where they do not the school aims to ensure that its disciplinary procedures are applied fairly and consistently, with understanding and sensitivity to pupils from all ethnic backgrounds. The school will, therefore:

- monitor attendance and absence rates by ethnic group
- investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives
- take action to address any issues that affect, adversely, individual pupils or groups of pupils
- respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences

- ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour
- monitor the use of rewards and sanctions by ethnic group to ensure they are used fairly and equally with pupils, irrespective of their ethnic background
- take proactive steps to prevent exclusion, including early targeting of those perceived to be at risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion
- monitor exclusion by ethnic group; investigate any disparity in the rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives

56. Measures designed to eradicate racism and racial harassment

56.1 All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently

- all staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling whenever they occur. It is important to understand that because of racism a particular dimension is added to everyday teaching and the management of pupils' behaviour. Staff must be alert in order to recognise a 'race dimension' on issues.
- endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to a member of staff who will instigate the agreed procedure to ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims
- all racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorder, as will their resolution. Governors will be informed through the headteacher's reports and the local authority through the agreed process
- the effectiveness of actions to address racist incidents will be monitored and assessed
- information given to parents will state explicitly how the school deals to racist incidents.

57. Staff recruitment and career development

57.1 This school ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice. We believe the following measures will enhance this policy:

- Governors and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.
- The head teacher and governors of the school will ensure that job advertisements and information about the school do not discourage applications form ethnic minority people because of the way in which posts at the school are described.

- Staff with responsibility for training and professional development will monitor that ethnic minority staff have equal access and involvement in training and development opportunities.

58. Communications

58.1 The school will endeavour to communicate this policy to the local community and in particular to those already involved with the school. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the staff handbook.
- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral support system.
- The school's stance on race equality will be stated explicitly in the school prospectus, information for job applicants and other publications as appropriate.
- This policy will be made available to anyone who requests it.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- The school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

59. Roles and responsibilities

59.1 Promoting race equality and challenging racism is a collective responsibility that cannot be left to a small number of concerned staff. As more staff show and encourage multicultural and inter-racial understanding and appreciation and as more staff are prepared always to intervene when racist remarks, discrimination or harassment occur, race equality will become more embedded in the school ethos. This will have benefits for everyone, but especially for all our pupils who are growing up to take their place in a multicultural, multi-ethnic society.

60. Policy breaches

60.1 This policy expects all pupils and staff to play their part in creating a positive atmosphere of mutual respect understanding and cooperation between people from different ethnic groups. This is because everyone has a right to dignity within school and freedom from discrimination, abuse, harassment prejudice or stereotyping. Racist behaviour makes people feel distressed and uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be racist. If witnesses believe, with good cause, that a racist action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where racism is not tackled.

60.2 Where pupils are perpetrators, they will be subject to the schools disciplinary procedures, the extent of the sanctions will depend on the severity and persistence of the racist behaviour. Serious offences will have serious consequences They will also be required to work through tasks that will help them to consider the impact of their actions to help prevent re-offending. Their parents are likely to be informed and invited to the school to discuss the incident. Pupils who are victims will be kept fully informed about the investigation process and supported through the school's pastoral support system.

60.3 Staff have a legal right to protection from racism, racial discrimination, harassment, prejudice, stereotyping or racist remarks at work. If a member of staff is accused of being the perpetrator the school's disciplinary procedures will come into operation. If a member of staff is the victim, the pupil perpetrator will be dealt with as described above. Persistent racist behaviour towards a member of staff will be dealt with severely. A visitor or parent/carer against whom a member of staff lodges a complaint of racist behaviour will be contacted by the head teacher and an apology sought with the assurance that the behaviour will not be repeated. Steps will be taken to ensure that the member of staff does not come into contact with the person against whom the complaint was lodged, unless by agreement. If the racist behaviour continues legal action will be taken to prevent the parent or visitor coming into school.

60.4 Where parents or visitors to the school are perpetrators, they will be asked to stop the racist behaviour immediately and the school's stance will be explained. If they do not they will be asked to leave the premises and police support will be summoned if necessary. If visitors are representing a company or an outside agency, the visitor's action will be reported to the company or agency. Where parents or visitors to the school are victims the school will apologise and seek to heal the damaged relations, dealing with pupil or staff perpetrators as described above. Where governors exhibit racist behaviour an apology will be sought. If the racist behaviour continues, or is repeated they will be asked to resign or will be removed from office by the procedures within the legal framework covering school governance.

60.5 In all cases racist behaviour should lead to an assurance that the behaviour will not be repeated, and reconciliation.

61. Policy monitoring, reporting and review

61.1 The school should be able to say how different how different curriculum areas and extra-curricular activities promote race equality and how it monitors the attendance, attainment and progress of pupils from different ethnic groups. The school should also be able to say how many racist incidents have occurred within a year and demonstrate consistency in how they have been handled and what the outcomes were. This monitoring information should be used to evaluate the policy and procedures at regular intervals, and recommend changes when something is not working well.

61.2 The policy will be reviewed annually by responsible staff. This will require scrutiny of pupil data, audits, and discussions with pupils, staff and parents/carers. A baseline of race equality indicators will need to be established in order to be able to assess the effectiveness of this policy in bringing improvements over time.

61.3 Improvements will be initiated as soon as feasible and a report on the effectiveness of the policy will be produced for staff and the school governing body. A report may be produced and shared with the local authority and partner agencies working with communities to promote racial equality.

62. Staff responsible for developing this plan

Leadership Team

Next review: September 2027