



Peak Tor Federation
Rowsley C of E Primary
School
&
Stanton-in-Peak
C of E Primary School



Single Equality Plan

2023-2024

Policy Written :

July 2019

Date of approval by Governors:

July 2019

Current Subject Leader:

Headteacher

Date of Review	Signature of Chair of Governors	Minute Number
03.05.18		693/18
24.03.21	A Thornhill	236/21/3
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07.12.22	Not approved - amendments needed to action plan	471/22
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Introduction

Peak Tor Federation is dedicated to ensuring that all members of our school communities and the wider communities are treated equally, fairly, and with respect by both schools and by each other. This applies to our school as places of education and as an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instill in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The schools' main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity in both the delivery of its services and the employment of its staff, in accordance with the Equality Act (2010) regardless of:

- race,
- gender,
- transgender,
- disability,
- age,
- religion or belief,
- sexual orientation

It is created by Peak Tor Federation's governing body with the help of staff in line with the Equality Act 2010 and is the foundation of all the federation's other policies – particularly the **Equality and Diversity in Employment Statement**, **special educational needs policy**, **admissions policy**, **anti-bullying policy** and the **behaviour policy**.

These policies can be accessed:

- in the staff handbook
- on the school website
- paper files in the school office
- as part of induction

Through the creation of this equality plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to any aspect of Equality legislation to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED or simply the "Equality Duty").

The Equality Duty has two parts: the "general" duty and "specific" duties. The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have "due regard" to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.

- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Our Equality Objectives are set out at the end of this document Federation's profile

Rowsley C of E Primary School

The school is situated in rural Derbyshire, in the village of Rowsley along the A6 between Matlock and Bakewell. The original school building was built in 1840 with a further classroom added to the school in 2009.

The school is a voluntary controlled school within the Diocese of Derby and has strong links with St Katherine's Church in Rowsley. Pupils learn about faiths and cultures different to their own. In this way, they gain an understanding of diversity, respect and tolerance, which prepares them suitably for life in modern Britain. (Ofsted Report 2017)

Leaders use the pupil premium funding to benefit individual eligible pupils, with a positive effect on raising disadvantaged pupils' achievement and strengthening their personal skills. The additional funding the school receives for those pupils who have special educational needs and/or disabilities is used effectively on resources and staffing to support these pupils. (Ofsted Report 2017).

Stanton-in-the-Peak Primary School

Stanton-in-Peak School was built in 1879 and at that time it consisted of a school and schoolhouse. It is located in the heart of Derbyshire. Stanton-in-Peak is a lovely stone built estate village on a steep hillside with stunning panoramic views over spectacular scenery can be located a few minutes from the A6 near Bakewell.

It is now a Church of England voluntary controlled school. This means the Trustees, rather than the State or the LA, own it. Unlike some 'Faith Schools', a Church of England school's aim is to provide a service to all the children of the parish, whether or not their parents attend church. Pupils learn Christian Values and about other faiths and cultures.

Leaders make good use of the pupil premium funding to meet the individual needs of the very few pupils who are eligible. Leaders track and monitor the achievement of these pupils carefully to make sure that the funding is used effectively to have a positive impact on pupils' progress across the curriculum. (Ofsted Report 2016). School considers the needs of any pupils with special educational needs carefully and is dedicated to ensuring inclusion and achievement for all its pupils.

At the Peak Tor Federation we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The headteacher has the day-to-day responsibility for coordinating the

implementation of this scheme.

The governing body

The governing body will:

- create and approve this policy with the help of the headteacher, staff and pupils and ensure that is adopted correctly throughout the school
- ensure the school complies with all equality legislation
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equality plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus and the school website.

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's behaviour and anti-bullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action

taken where necessary.

Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school

Promoting equality and social awareness in school and within the local community - Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the schools are part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEN policy.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice

interactions between pupils from different yeargroups, pupils and staff, and pupils and the wider community.

The curriculum

Equality is a regular part of our PSHE lessons and our Collective Worship programme.

Recruitment

Our School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. Rowsley Primary School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

More information about our recruitment procedures can be found in the school recruitment policy and Equality and Diversity in Employment Statement.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

More information about our commitment to equal opportunities principles can be seen in our Equality & Diversity in Employment Statement

Staff discipline and suspension

Our school is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's **staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take

action to address any concerns that arise in this area.

Read our school **attendance, behaviour and exclusions policies** for more information on the processes surrounding these topics.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We also recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

We expect students and staff alike to take an active stand against all forms of discrimination and always to report it:

- To any teacher
- To the headteacher
- To any governor

All incidents of a racial nature are logged and dealt with as they occur and reported to the LA. Regular monitoring of bullying takes place and our school bullying policy was last reviewed in January 2018.

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation).

Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their

contribution;

- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the headteacher will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

Outcomes:

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review

Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

Reporting on our progress

In order to meet the specific duties under the Public Sector Equality Duty we will:

- Publish this Plan and associated objectives on the school website and update it at least annually
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and

- other communications
- Make sure hard copies are available
- Every year we review this policy we will publish information on
 - The diversity of the school population:
 - How we are performing in relation to the three aims of the equality duty:
 - Eliminate unlawful discrimination, harassment and victimisation.
 - Advance equality of opportunity.
 - Foster good relations.

Equality Strand	Action (Link to SIP Priorities)	How will the impact be monitored?	Time frame	Early Success Indicators	Who is responsible for implementation?	Jan 23 Review
All	Priority 1: Quality of Education – Equality of Outcome Impact Reduction and Accelerated Progress: Pupil premium pupils to receive extra catch-up tutoring.	Formal and informal assessments Discussions with pupils and teachers. Reports back to governors	2021-2023	Review data and adjust with an action plan accordingly to ensure all pupils regardless of gender, race, disability or pupil premium are making accelerated progress.	EHT Class Teacher Governors (review of data)	Data is presented to governors in terms of gender, PP and disability termly. Race is considered by leadership but this is not discussed at governors so that individual pupils cannot be identified. The impact of catch-up funding is monitored and progress for pupils was accelerated (2021-22). Recent data (Autumn 22) shows that this progress is reducing although it is still having a positive effect on our pupils' attainment.

All	<p>Priority 3: Personal Development Equality of Participation</p> <p>Ensure that all pupils regardless of protected characteristics or background play an active role in the life of the school</p>	<p>Participation and engagement in the following:</p> <p>After school clubs</p> <p>Music tuition</p> <p>Residentials</p> <p>School council</p>	2021-2022	<p>Review data and implement an action plan accordingly to ensure that all pupils regardless of race, gender, disability, pupil premium or other disadvantage are playing a role in the public life of the school.</p>	<p>EHT Equality Governor</p> <p>Governors (review of data)</p>	<p>ALL pupils have access to residentials and trips regardless of any protected characteristics. PP funding funds 90% of these trips for PP all pupils. Governor monitoring took place during the trip and was reassured that our trips are inclusive.</p> <p>Our trips are accessible to all and staff ensure that ALL pupils can access.</p> <p>Music tuition in KS2 for all pupils. Private lessons offered and paid via PP funding for some PP and SEND pupils.</p> <p>Ensure that school Council/Parliament are representative at both schools.</p>
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Race Equality	<p>Priority 2 (Stanton) Curriculum</p> <p>Priority 3 Personal Development</p> <p>Formal and informal Curriculum coverage of equality and diversity issues and representation</p> <p>Ensure that adult role models, school visits and curriculum are reflective of a range of cultures.</p>	<p>That pupils will be provided with a curriculum which gives opportunities to learn about different cultures in this country and globally.</p> <p>That pupils will be provided with opportunities to visit places where they can learn about different cultures, backgrounds and faiths.</p> <p>Celebrate Black History Month</p>	2021-2022	<p>A range of visitors in school reflective of differing races and cultures</p> <p>Curriculum map revised. New units written and prepared Resources around the school reflect race and equality awareness i.e. through art, dance, drama and learning of other cultures.</p> <p>A record of a range of visitors in school and visits out of school have taken place which promotes the opportunity of learning about different cultures.</p> <p>A report from the activities which the school has undertaken in relation to Black History Month.</p>	<p>EHT All staff</p> <p>Governors (monitoring visits)</p>	<p>School visitors are not representative of different races, cultures and disabilities-AW to look into.</p> <p>Black History Month to be celebrated throughout school, i.e. in newsletters, planned activities, books visitors etc.</p> <p>Look into a theatre company to perform across the federation on the theme of diversity. Links with Level Centre.</p> <p>Musician of the Month completed across the federation which identifies a different musician and why they are famous i.e. rights protests etc.</p>
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Disability Equality	<p>Priorities 4 & 5: Personal Development: Equality of belonging and Whole school approach</p> <p>Break down barriers to perceptions of having a disability or mental health issues.</p>	<p>Mental health is given a high priority across the school in terms of direct support and interventions and also included in RSHE curriculum.</p> <p>Celebrate the achievements of disabled role models or people who suffer from mental health issues nationally and globally i.e. Paralympians</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p>	2021-2022	<p>Celebrate inclusion and diversity through Collective Worship and RSHE.</p> <p>Governor monitoring visits can evidence progress.</p> <p>Displays around school and discussions with pupils reveal awareness of the achievement of disabled role models.</p> <p>A range of visitors in school who have disabilities has taken place.</p> <p>School office making the provision when required.</p>	EHT All staff	<p>Stanton still needs a member of staff training in Positive Play (training cancelled- still on waiting list).</p> <p>MH given a high priority at Rowsley with a trained member of staff.</p> <p>Across the federation school has invested in books showing a range of diversity including wellbeing.</p> <p>Sign language visitor.</p> <p>Careers day - invite a range of visitors.</p>
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Gender Equality	<p>Priority 4</p> <p>Development and implementation of a strong RSHE curriculum in light of Ofsted's Sexualised Behaviors Review so that pupils have an age appropriate understanding</p>	<p>Ensure that the curriculum, including the RSHE curriculum, provides opportunity to learn about gender equality i.e. through the use of picture news and career advice</p> <p>Ensure learning resources are reflective of different aspects of community</p> <p>Ensure there are no gender differences during lessons and other opportunities i.e. PE or residential, for example by having mixed sports teams</p>	2021-2022	<p>School will ensure there are a range of both male and female visitors to school and promote careers that may challenge traditional gender stereotypes</p> <p>Review and identify any recommendations for future development of resources as part of an action plan if necessary</p> <p>A review of the school ethos, protocols i.e. certificates and awards and curriculum will show that we promote respect for differences within the school community</p>	EHT All Staff	<p>The federation is working towards the BERT Award (RSE accreditation).</p> <p>Class at Rowsley are picked for courageous advocacy and include a range of genders, faiths and races.</p> <p>Pictures news used weekly across the federation to teach British Values and discuss news across the globes.</p> <p>Consult pupils about mixed gender races at sports day.</p> <p>Schools take any sexualised behavior and harassment extremely seriously and keep records of any incidents. Schools have a no tolerance attitude.</p> <p>School awards take into account pupils attitudes, behaviour and values i.e. respect.</p>
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