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

Single Equality Plan

2024-2027

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Current Subject Leader: Executive Headteacher

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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,
- gender identity,
- disability,
- age,
- religion or belief,
- sexual orientation

Gender Identity

Gender identity refers to a person's sense of their own gender, whether male, female or another category such as non-binary. This may or may not be the same as their sex registered at birth. The Peak Tor Federation will ensure that ALL pupils are treated with respect, kindness and compassion and will not have any prejudice or discrimination against pupils who may need support with their gender identity. Staff will work with pupils, parents and outside agencies to ensure that any pupils experiencing such difficulties receive the support they need. Modifications for pupils, whether we understand there to be pupils dealing with such feelings, have already been made to ensure any transgender pupils feel comfortable and included, such as, gender neutral bathrooms are included in both school sites, books around school for pupils to access on this topic, age-appropriate teachings, in line with the national curriculum etc. Extra modifications will be made in line with local and national policy.

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

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 year groups, 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.

Appendix

Equality Objectives 2025-2027

The academy has a responsibility to work to improve relations between students and staff within all protected characteristics and no characteristic.
It has developed these equality objectives in order to work towards these aims and responsibilities.

Outcomes	**Measured by**
Narrow the Attainment Gap • Work to reduce differences in attainment between disadvantaged pupils (e.g., those eligible for free school meals, SEND, or EAL) and their peers.	Termly Depth of Learning Pupil Premium data. Book scrutiny, pupil interviews.

Activity	**Lead Officers**	**Progress Milestones**
Use targeted interventions (e.g., small group tuition, reading catch-up programmes) for disadvantaged pupils. Track progress of key groups regularly and adjust teaching strategies where gaps are identified. Provide additional enrichment opportunities (e.g., clubs, trips) free or subsidised for disadvantaged pupils.	AW/CH/JF	**Assessment data:** termly/annual progress and attainment results. **Pupil premium reports:** tracking outcomes for disadvantaged pupils. **Participation logs:** records of disadvantaged pupils attending trips, clubs, and enrichment.

Outcomes	**Measured by**
Parental and Community Engagement • Build strong links with parents from all backgrounds and ensure that communication is accessible (translations, plain English).	Termly Depth of Learning SEND data. Book scrutiny, pupil interviews, SEND folders

Activity	Lead Officers	Progress Milestones
Offer translated materials or interpreters for families with English as an additional language. Hold regular workshops/coffee mornings to support parents in helping with learning at home. Establish parent representatives from diverse backgrounds to contribute to school decisions.	AW/CH/JF/SH	**Event registers:** attendance at workshops, coffee mornings, parent evenings. **Parent surveys/feedback forms:** showing levels of engagement and satisfaction. **Records of parent volunteers/representatives:** especially from diverse backgrounds.

Outcomes	Measured by
Fair Recruitment and Representation • Commit to fair staff recruitment practices and seek to ensure staff teams reflect the diversity of the local community. .	**Recruitment data:** monitoring applications, shortlists, and appointments by demographic. **Training records:** evidence of staff completing unconscious bias or inclusive recruitment training **Staff surveys:** perceptions of fairness, inclusivity, and representation within the workforce.

Activity	Lead Officers	Progress Milestones
Advertise vacancies widely to reach diverse candidates and include inclusive statements in adverts. Provide staff training on unconscious bias in recruitment and selection processes. Monitor staff diversity data and set goals to improve representation where gaps exist.	AW/CH/JF	Recruitment monitoring data shows an increase in applications from underrepresented groups. Selection panels consistently include trained staff to reduce bias. Annual staff survey shows improved perceptions of fairness and inclusivity in recruitment and promotion.

Outcomes	Measured by
Promote Gender Equality: Encourage equal participation of boys and girls in all aspects of school life, including leadership roles, sports, and STEM subjects.	**Club/sport sign-up sheets and leadership roles:** showing gender balance. **Lesson observations/resource audits:** checking for gender stereotypes or imbalance. **Pupil voice surveys:** capturing children's views on fairness, confidence, and aspirations.

Activity	Lead Officers	Progress Milestones
Monitor and encourage equal participation of boys and girls in sports, STEM, and leadership roles. Challenge stereotypes in classroom discussions and resources (e.g., avoiding “jobs for boys/girls”). Provide gender-balanced role models through assemblies, visitors, and curriculum materials.	AW/CH/JF	Equal numbers of boys and girls represented in school council, clubs, and competitions. Lesson observations and resource audits show balanced gender representation and absence of stereotypes. Pupil surveys show no significant gender difference in confidence or aspirations for future careers.