



RAY ACADEMY TRUST



Equality Plan

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RAY Academy Trust Equality Plan

Statements of Principle

Discrimination on any basis is unacceptable

Every person in each school must contribute towards a happy and caring environment by showing respect for and appreciation of each other

There must be fairness for all

We must value and respect people within our communities

Aims of the Plan:

To make equality of opportunity a reality for all staff and pupils

To develop pupil's and staff awareness of equality and our diverse society

To encourage pupils to have positive attitudes and equip them to take their place within a multi-faith, multi-race and multi-cultural society

To give pupils and staff a good understanding of what equal opportunities means

To give pupils appropriate levels of support to enable pupils and staff to succeed

To eliminate any actions, words or practices that contribute to inequality whether they intend to offend or not

To ensure that our community understands the implications and harmful effects of discriminatory behaviour

To ensure our employment procedures are not discriminatory

To ensure learning policy and practice is not discriminatory

Inclusion

In order to be inclusive we will have due regard to legislation and the needs of different groups within schools in the Trust:

Promoting Equality

We will achieve equality by continually reviewing what we do and by asking ourselves key questions:

For Pupils:

Do all of our children achieve as much as they can?

Are there differences in the achievement of different groups of children?

What are we doing for those children who we know are not achieving their best?

Are our actions effective?

For Staff:

Is our employment policy and practice fair and not discriminatory?

Are there differences in workload or success for different groups?

Do all have access to appropriate development opportunities?

What are we doing for those that are not achieving their best?

Are our actions effective?

Ways We Promote Equal Opportunities

We provide an environment that enables all members of our school community to identify individual skills and knowledge, to discuss difficulties and to share in developing policies and practices.

We are committed to developing and extending good practice and promoting equality for all. In the planning and teaching of our curriculum we ensure that all groups' and individuals' needs are addressed taking into account gender, race, culture, faith and special educational needs.

In the recruitment and promotion of staff we ensure that all groups have equal chances.

We monitor our practices across the school to ensure that we are promoting equality of opportunity.

Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

We provide a wide variety of experiences for the children during their time at the school including activities, visits, performances, etc. that reflects our diverse society.

Statutory Duty to Promote and Monitor Race Equality

Statements of Principle

We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.

As our school is ethnically very diverse, we are conscious of the need to put effort into the celebration of cultural diversity of our community and show respect for all minority groups.

We endeavour to make the school a welcoming place for all ethnic and national groups represented in the community.

We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.

Promoting Race Equality

Our curriculum reflects the attitudes, value and respect that we have for minority ethnic groups.

The formal and hidden curriculum contains strong elements that promote respect for all individuals.

The LA Admission Policy is adopted, which does not permit gender, race, colour or disability to be used as a criterion for admission. Race Equality is promoted through the ethnic monitoring information gained from the admissions form.

Registration – Children's names are accurately recorded and correctly pronounced. Children are encouraged to accept and respect names from other cultures.

When selecting classroom material, teachers pay due regard to the sensitiveness of all members of the class and do not provide material that is racist (or sexist) in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

Providing a wide variety of multi-cultural experiences for the children during their time at the school including visits, visitors to school, performances and establishing links to other schools. In assemblies we use stories and poems from a variety of cultures and faiths and use real life situations (e.g. newspaper articles) to challenge racism.

Dealing with Racist Incidents

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racial harassment, which include racist name calling, racist caricature based on prejudice, the stirring of racial hatred and the drawing or writing of racist materials.

Children are encouraged to be aware of what racism means through the curriculum and our everyday interactions are encouraged to report incidents where there is the suspicion of racism.

Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:

All incidents of physical or verbal aggression are reported to the head, deputy or assistant head teacher who will deal with the matter

The incident will be reported in writing to the Headteacher

All persons concerned with the incident will be interviewed

If the case is found proved against a child, the child will be warned as to future conduct, will be punished in an appropriate manner and the incident logged

A second incident will result in the parents of the offending child being informed in writing and a third possible exclusion from school

The Headteacher conducts a termly survey of reported racist incidents

In the case of a member of staff feeling they have been the victim of racism this will be dealt within the remit of the Trust's Disciplinary Procedure

Statutory Duty to Promote and Monitor Disability Equality

We are committed to providing an environment that allows children and staff with disabilities as full access to school life as possible. See our Accessible Schools Plan.

For both staff and children the local school will make adaptations as required and possible to the school building and environment to ensure those with disability have equal opportunity to work and succeed in their school.

For children, staff will ensure that work:

Takes account of their pace of learning and the equipment they use;

Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;

Is adapted when required;

Allows opportunities for them to take part in educational visits and other activities linked to their studies;

Use assessment techniques that reflect their individual needs and abilities.

Statutory Duty to Promote and Monitor Gender Equality

All pupils and staff are treated equitably with regard to gender.

All pupils are given the same curriculum and learning opportunities and all individuals are supported to achieve according to their potential and needs.

All staff are treated equitably with regard to employment opportunity, pay and training access regardless of gender or sexual orientation.

Monitoring and Review of Equality Issues

Each school's governing body and Headteacher will monitor the effectiveness of the Equality Plan and practice.

This is done by:

Monitoring the progress of individual pupils and groups and comparing it to the progress made by other pupils in the school.

Monitoring the staff appointments process, so that no one applying for a post at this school is discriminated against

Taking into account serious consideration any substantiated complaints regarding inclusion and equality from parents, staff or pupils

Monitoring the school's behaviour and exclusions policy, so those pupils from minority groups and those who are vulnerable are not unfairly treated

Apart from the general monitoring of relationships within each school and the setting of good examples from all children and adults there will be systems of recording in place. These will ensure that potentially adverse issues centring on gender, ethnicity or ability do not compromise the emotional development or academic achievement of children.

We will systematically analyse data on children's academic performance in terms of gender, ethnicity and ability groups

We will monitor children's behaviour through a variety of means and record concerns and actions taken

Monitoring the recruitment, employment, and promotion outcomes to ensure fairness to all

Monitoring training and professional development opportunities to ensure everyone is treated fairly

Monitor the progress of all individual staff and groups and compare to other staff