



## Equalities Policy and Action Plan 2024-25

	Signature	Date
Chair of Committee	A. Fortgang	17.10.24
Headteacher	H. England	17.10.24
Committee approval		Autumn 2024
Next policy review date		Autumn 2025

At Newtown School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

**A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1**

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Newtown School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- Accessibility
- Positive Behaviour
- Anti-bullying
- Uniform
- Recruitment
- Relationships and Sex Education
- Special Educational Needs
- Home-school agreements

### **Our school ethos and values**

At Newtown we aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum.

We know that these commitments are hugely important in a school like ours with a rich ethnic diversity and we aim to make our equalities and cohesion activities seamless within the school.

### **Our equality objectives**

- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.
- To tackle prejudice and promote understanding in relation to people with disabilities.
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.
- To allow equal access to information for all parents.
- To ensure the school environment is as accessible as possible to staff and visitors.
- To ensure that all children receive the support they need to access the curriculum.
- To ensure the school is well resourced to support the emotional needs of all pupils

## Our school profile

### Gender

At the time of the Autumn census the school had 215 children on roll, 95 girls and 119 boys.

The school staff consisted of 40 members of staff, 37 women and 5 men. The school recognises the need to do more to balance the genders of staff in order to provide suitable care and role models throughout the school.

### Age

The age range of the staff at the start of the Autumn Term 2023 was from 19 to 65 was:

	Number of staff	% of total staff
18-19 years	0	0
20-29 years	6	14%
30-39 years	12	29%
40-49 years	8	19%
50-59 years	11	26%
60+	5	12%
Total number of staff	<b>42</b>	

### Ethnicity

Newtown recognises and respects the ethnicity and religious backgrounds of its pupils and staff and seeks to teach pupils about the breadth and variety of different faiths and cultures. We work hard towards an active recognition and celebration of the various faiths and backgrounds of our children, using a calendar of special dates for school assemblies and celebration days for both Eid and Christmas. The school recognises the need to do more to balance the ethnicities of staff in order to provide suitable role models throughout the school.

The ethnic make-up of the pupils registered and staff at the start of the Autumn Term 2023 was:

Ethnicity	Number of Children	% of children	Number of Staff	% of Staff
Any other Asian background	8	4%		
Any other Black background	0	0		
Any other ethnic group	1	1%		
Any other mixed background	9	4%		
Any other white background	17	8%	1	3%
Bangladeshi	10	5%		
Black African	3	2%		
Black Caribbean	3	1%		
Chinese	2	1%		
Indian	15	7%	2	5%
Pakistani	57	26%	5	12%
White British	86	39%	34	80%
White Irish	0	0		
White and Asian	9	4%		
White and Black African	1	1%		
White and Black Caribbean	1	1%		
Refused	1	1%		

## **Disability**

At the Autumn 2024 census, the school had 4 children with EHCPs for Special Educational Needs and 43 receiving SEN support, this is a higher than average proportion of children on role with educational difficulties.

3 members of staff had indicated that they would consider themselves to have a disability on their application forms.

Newtown is all built on one level with no stairs anywhere in the school but some single or double steps. There is wheelchair access into all parts of the school but not through the main school entrance which has two steps. The access to the school is looked at every year by the Behaviour and Safety committee of the Governors and the option for further work is analysed on a needs basis.

## **Fulfilling our public sector equality duty**

### **How we eliminate discrimination, harassment and victimisation:**

Newtown School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the Positive Behaviour Policy and Anti-Bullying Policy on the school website.
- The Staff Grievance Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Policy the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

### **How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:**

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions and exclusionsand within our staff population in terms of:
  - Recruitment, retention, training and promotion
  - Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that children's work is differentiated appropriately, and that the curriculum is accessible to all children.
- We respect the religious beliefs and practice of staff and children and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and children, including those who transition during their time at the school.

**How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:**

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our children to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our school council, governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

**Responsibilities**

**The governing body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

**The Headteacher and senior leadership** are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

**All staff** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

**All parents/carers** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality Policy
- Ensuring that they and the children that they are responsible for meet the expectations set out in the home-school agreement

**All visitors** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality Policy

**All children** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity

### **Equality Objectives and Action Plan**

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Children's admissions
- Children's attendance
- Children's performance/achievement
- Children's behaviour
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, children and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information via minutes of governor meetings and reports on the school website.

The school identifies any equality training needs within our staff following professional growth meetings and reflection on incidents in school. These needs will be addressed, and this may also inform our equality objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school strategic plan. We keep the objectives under review and report annually on our progress towards achieving them.

***Our current Equality Objectives and Action Plan are attached as Appendix 2***

### **Equality Impact Assessments**

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

***A template for conducting equality impact assessments is attached as Appendix 3***

### **Breaches of this policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

## Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a particular protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>

## Appendix 2: Equality Objectives and Action Plan

*This Policy and hence the Action Plan will be published on the School Website.*

	ISSUE	ACTION	STAFF MEMBER	TIMEFRAME	INTENDED OUTCOME
	<p><i>Avoid words like "improve" – try to be specific, with something you can measure eg. "raise by 5%"– focus on the change that you will see, the outcome of your actions, rather than what you will do.</i></p> <p><i>Try to address a specific protected characteristic.</i></p>	<p><i>What separate things will you need to do to achieve your objectives?</i></p>	<p><i>Who will do this?</i></p>	<p><i>To be achieved by</i></p>	<p><i>How will you know when it has been achieved – what will success look like?</i></p>
1.	To review and enhance the curriculum to ensure it reflects the diverse backgrounds and experiences of the children at Newtown School, with a particular focus on increasing the representation of different cultures, ethnicities, and perspectives.	<p>Conduct a curriculum audit to identify areas where diversity is lacking</p> <p>Develop a plan to incorporate more diverse content, resources, and perspectives across all subject areas</p> <p>Provide staff training on delivering a diverse and inclusive curriculum</p> <p>Monitor the implementation of the revised curriculum and gather feedback from children and families</p>	Headteacher	<p>Spring 2025</p> <p>Spring 2025</p> <p>Summer 2025</p> <p>Sept 2025</p>	<p>Comprehensive audit completed, identifying specific areas for improvement</p> <p>Detailed plan created, with clear timelines and responsibilities</p> <p>All teaching staff attend training, demonstrate increased understanding and confidence</p> <p>Children and families report increased representation and engagement, with positive impact on learning outcomes</p>
2.	To promote gender equality and empower girls.	<p>Conduct a gender audit to identify areas where girls may be underrepresented or facing barriers</p> <p>Develop and implement a programme of workshops and activities to build girls' confidence, leadership skills and aspirations</p> <p>Review and update the school's curriculum, resources and displays to ensure they</p>	Headteacher	<p>Spring 2025</p> <p>Summer 2025</p> <p>Summer 2025</p>	<p>Comprehensive gender audit completed with clear findings</p> <p>Girls report increased confidence and aspirations</p> <p>Curriculum, resources and displays reflect positive gender representations and challenge stereotypes</p>



	ISSUE	ACTION	STAFF MEMBER	TIMEFRAME	INTENDED OUTCOME
		<p>promote positive gender representations and challenge stereotypes</p> <p>Engage parents and the wider community to promote gender equality and challenge gender stereotypes</p>			Increased parental and community understanding and support for gender equality
3.	Ensuring access to the building for wheelchairs users	Check whether the lip on the car park door can be sorted so that wheel chair users are able to access the building easily.	Pascha Adlam	Summer 2025	The building is accessible for all

### **Appendix 3: Equality Impact Assessment**

The following questions should be asked when writing a new policy or reissuing an existing one:

1. What evidence/information has been used to help identify the likely impact on different groups of people?
2. Do we need to engage / consult with any groups as part of this process?
3. Does the policy impact on any of the following protected characteristics in a positive or negative way?
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual Orientation
4. If any barriers / disadvantages / discrimination have been identified that how can the policy / practice be adapted or changed to eliminate this?