



## Rebecca Cheetham Nursery and The Tapscott Learning Trust

### The Single Equality Plan

Adopted: January 2021

Review date: January 2022

### The Single Equality Plan

The Tapscott Learning Trust (the Trust) and all the schools within the Trust and working in partnership with the Trust are dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination and victimisation are not tolerated and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The Trust and each school's 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.

Through the creation of this equalities plan we have been able to develop a better understanding of what the challenges to equality are within a school and how we can best deal with these. The current summary of equality based actions being undertaken by the Trust is set out in Appendix 1. This document will be reviewed annually, or any time there is an update or change to 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. This will be reviewed with the schools Equality Objectives.

### The Equality Duties

This plan sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic.

All the schools within the Trust aim to comply with this duty, in both the delivery of its services and the employment of its staff. The plan is written by senior leaders and ratified by the Board of Trustees in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Inclusion Policy as well as the Admissions, Anti-bullying and the Behaviour policies.**

This plan will be part of any induction process within the Trust or at any of the schools within the Trust.

Copies of all the policies named are available through the Trust and school websites. Paper copies can be requested at schools through the school office.

## **Key groups at risk**

Whilst the Trust recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race or ethnicity**
- **Age**
- **Disability**
- **Sex ( gender) including Transgender**
- **Gender reassignment**
- **Marriage or Civil Partnership**
- **Pregnancy and Maternity/Paternity**
- **Religion or belief**
- **Sexual orientation**

The above are known as the *Protected Characteristics*, hereafter referred to as the characteristics.

## **The Tapscott Learning Trust Profile**

The Trust was formed in September 2017 and at the time of writing consists of Curwen Primary School, Kensington Primary School and Ranelagh Primary School; all three schools are in the London Borough of Newham. The Trust also works, as part of a formal partnership, with Rebecca Cheetham Nursery School & Children's Centre and the CEO of the Trust is also the Executive Head Teacher of North Beckton Primary School.

Across the organisation there is a high level of SEND (Special Educational Needs and Disabilities), however the profile of SEND varies across the schools. The Trust is committed to working together in partnership and respecting the unique nature of each schools community.

The three schools that currently form the Trust and Rebecca Cheetham Nursery have all gained the Inclusion Quality Mark and Rebecca Cheetham, Curwen and Ranelagh Primary Schools' have also been awarded Centre of Excellence status. All schools have staff trained and endorsed to deliver the Autism Education Trust's national certificated programme.

## **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 SENCo's from each of the Trust's schools have the day-to-day responsibility for coordinating the implementation of this scheme.

## **Rebecca Cheetham Nursery and Children's Centre Governing Body will:-**

- create and approve this document with the help of the relevant stakeholders and ensure it is adopted correctly throughout the Trust schools
- Review and monitor trust wide quality plan objectives

#### **The Governing Body will:-**

- ensure the school complies with all equality legislation and the school's equality objectives
- 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 governor to oversee the implementation of the equalities 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 Head Teacher and Senior Leadership Team**

The Head Teacher, with the support of the rest of the Senior Leadership Team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of and adhere to their role and responsibilities regarding the promotion and delivery of equality in school
- ensure that the equality plan is made available to the Local Advisory Board/Trust Board
- report back to the local advisory board 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 occur.

#### **Staff**

School staff within the Trust will:

- ensure that they are up to date and aware of the contents of this plan, their responsibilities within it and the Trust'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 policies**
- 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, equal opportunities and foster good relationships
- report back to their line 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 each 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 each 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 plan when visiting the school.

## **PROMOTING EQUALITY AND SOCIAL AWARENESS IN THE TRUST AND WITHIN THE LOCAL COMMUNITY**

### **Community Cohesion**

Rebecca Cheetham Nursery and Children's Centre expects all its staff and pupils to act respectfully towards members of the wider communities they are a part of.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school sites, 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 our **Inclusion 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 by interactions between pupils from different year groups, pupils and staff as well as the wider community.

### **Recruitment**

The nursery is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures are reviewed on a regular

basis to ensure that applicants are not discriminated against in regard of the characteristics. The Trust 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.

Where a candidate is known personally to a member of the selection panel, this will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

## **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 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 respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
- 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.

### **Staff Discipline and Suspension**

Rebecca Cheetham Nursery and Children's Centre is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our respective **staff discipline, conduct, and grievance policies**.

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. Rebecca Cheetham Nursery and Children's Centre's **staff appraisal policies** provide more information on how the schools monitor 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 have confidence that the school will 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**

Rebecca Cheetham Nursery and Children's Centre's behaviour policies take 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.

Please refer to the **Attendance, Behaviour and Exclusions Policies** for more information on the processes surrounding these topics.

## The Curriculum

### Monitoring and review

This Single Equality Plan will be reviewed annually by the Trust Board, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation).

The school's Governing Body will review how effective it is in **reducing/eliminating discrimination, promoting equality and participation** and **fostering good relationships** between different groups, and that it does not disadvantage particular sections of the community. They 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:

Protected Characteristics	How we protect Characteristics	Promote equality of opportunity and participation	Fostering good relationships	Reduce/eliminate discrimination
Age	Extra-Curricular activities open to full age range	•	•	•
	Personnel policies (Staff)	•		•
	Application and Interview procedures	•		•
	All ages have access to enhanced curriculum activities	•	•	•
	Admission Policy	•	•	•
	School Leaders	•	•	•
Disability	Accessibility Plan	•	•	•
	Inclusion Policy	•	•	•
	SEND Report (School Local Offer)	•	•	•
	Differentiation	•	•	•
	Child Centred Plan review meetings			
	Variety of SEND Provision	•	•	•
	Standard health and safety procedures.	•	•	•
	Health and Safety Policy (Staff and Children)	•	•	•
	Risk Assessments (Staff and Children)	•		•
	Care Plans (Staff and Children)	•		•
Education Health Care Plan	•	•	•	

	Application and Interview practices.(Staff)	•		•
	Admissions meetings	•	•	•
	Personnel policies (Staff)	•	•	•
	Data collection and action plans at all levels	•	•	•
<b>Gender Reassignment</b>	Personnel Policy	•		•
	Behaviour Policy (Staff)	•	•	•
	Application and Interview practice (Staff)	•	•	•
	Safeguarding Policy	•	•	•
	Schools Admissions Policy	•	•	•
	Gender Neutral adaptations to setting and uniform.	•		•
	Counselling	•	•	•
	PHSCE and Relationship education	•	•	•
	Anti-Bullying policy	•	•	•
	Behaviour Policy	•	•	•
	Anti-Bullying policy	•	•	•
<b>Marriage and Civil Partnership</b>	Recruitment Policy (Staff)	•		•
	Personnel Policy (Staff)	•	•	•
<b>Pregnancy, Maternity and (Paternity)</b>	Pay and Personnel Policies (Staff)	•	•	•
	Risk assessments for relevant staff.	•		•
<b>Race</b>	Broad and Balanced curriculum that celebrates diversity.	•	•	•
	Place in modern Britain	•	•	•
	RE and collective worship policies	•	•	•
	Personnel policies (Staff)	•		•
	Recruitment Policies (Staff)	•		•
	External visitors for role models	•	•	•
	Data collection and action plans at all levels	•		•
	Collection of Incidents of Racism	•	•	•
	Anti-Bullying policy	•	•	•
	Behaviour Policy	•		•
<b>Religion and Belief</b>	Celebration assemblies	•	•	•
	Places of worship visits	•	•	•
	Religious observance	•	•	•
	Personnel policies	•	•	•
	Recruitment policies	•	•	•
	Safeguarding	•	•	•
	RE Policy – SCARE	•	•	•
	Links to the community and external visitors	•	•	•
	Anti-Bullying policy	•	•	•
	Behaviour Policy	•	•	•
<b>Sex (Gender)</b>	Safeguarding Policy	•	•	•

	Data collection and assessment	●	●	●
	Gender Neutral Policies	●	●	●
	Broad and Balanced Curriculum	●	●	●
	Personnel Policies (Staff)	●		●
	Recruitment Policy (Staff)	●		●
	Admissions Policy	●	●	●
	Visit from external partners		●	●
	Anti-Bullying policy	●		●
	Behaviour Policy	●	●	●
<b>Sexual Orientation</b>	Safeguarding	●	●	●
	Personnel Policies ( Staff)	●		●
	Recruitment Policies (Staff)	●	●	●
	PHSCE and Relationships Education	●	●	●
	Anti-Bullying policy	●	●	●
	Behaviour Policy	●		●

Every term, the school's Governing Body will review Monitoring Reports provided by the Head Teacher. These will include data and information on:

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

All schools within the Trust are aware that the aim to promote equality of opportunity, foster good relations and eliminate discrimination is ongoing and are proud of the achievements to date within these areas.

### **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 Progress

This plan will be shared with all stakeholders within Rebecca Cheetham Nursery and Children's Centre and uploaded onto the Trust and school's website. Hard copies of the policy or translated versions will be provided upon request. The Equality Plan will be part of the induction programme for new staff and volunteers.

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Signed by

\_\_\_\_\_ Chair of Governors

Date: January 2021

Rohan Allen Head Teacher

Date: .....

This Equality Policy will next be reviewed in: **January 2022**  
(or earlier if there are any incidents that relate to, impact upon equality within the Trust or after any significant changes to a workplace, working practices or staffing).

## APPENDIX 1

### Definitions of terms used throughout the Equality Plan

- **Biological-** Biological sex is the gender assigned at birth, depending on the appearance of the infant

- **Cohesion**- People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
- **Community** - From the school's perspective, the term 'community' has a number of meanings:
  - **The school community** – the students we serve, their families and the school's staff.
  - **The community within which the school is located** – in its geographical community, and the people who live and/or work in that area.
  - **The community of Britain** – all schools by definition are part of this.
  - **The global community** – formed by European and international links.
- **Disability** - In the UK a person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- **Diversity** Recognising that we are all different. Diversity is an outcome of equality and inclusion.
- **Equality** -This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
- **Equality Impact Assessment** - Equality Impact Assessments are a good measure to ensure the embedding impact of equalities and diversity. Impact assessments should be carried out covering all protected characteristics and they should identify both good practice as well as areas where your performance in ensuring diversity could be improved.
- **Gender** - A person's gender refers to the fact that they are male or female. In relation to a group of people it refers to either men or women or to boys or girls.
- **Gender Identity** -Gender identity is the gender that a person 'identifies' with, or feels themselves to be.
- **Gender Reassignment** - A person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with. Gender Reassignment may also be known as **Gender Dysphoria**. It does not necessarily require a medical process or treatment to be undertaken. A person may simply make their intention known or may begin to dress or behave according to the gender they identify with.
- **Inclusive** -Making sure everyone can participate, whatever their background or circumstances.
- **Pregnancy and Maternity** - This is the state that any female person of any age are in if they are or have been pregnant, have given birth within the last 26 weeks, or are breast feeding a baby who is aged 26 weeks or younger.
- **Race** - The definition of Race is outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion or Belief**- The term 'religion or belief' refers to a religious and/or philosophical belief, including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)
- **Sexual Orientation** A person's sexual orientation towards (1) persons of the same sex, (2) persons of the opposite sex, or (3) persons of either sex

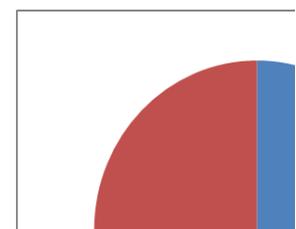
Pupil Information	
Pupils on roll at start of last year (19/20)	61
Pupils on roll at start of this year (20/21)	75
Pupils currently on roll	146
Leavers since start of year	15
No of Pupils at EAL Level 1	
No of Pupils at EAL Level 2	
No of Pupils at EAL Level 3	
No of Pupils at EAL Level 4	
No Pupil Premium Early Years	16
Average attendance rate	90%

School trips this year 2019/2020 (Coronavirus affected)	
2 Year Olds	0
3 / 4 Year Olds	2
Extended Day	2

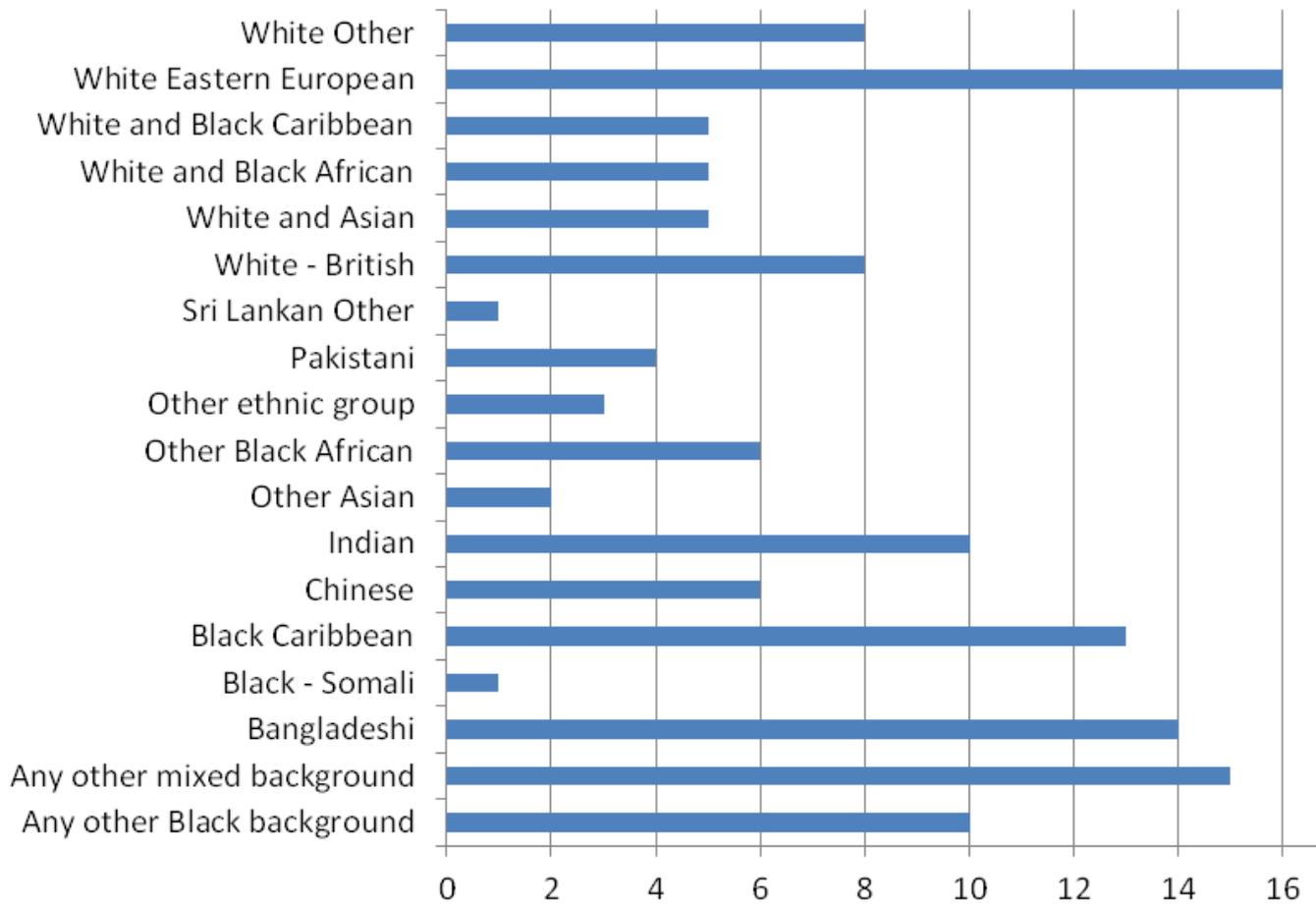
Pupils Gender	
Male	72
Female	74

No. of pupil in each year group	
2 Year Olds	25
3 / 4 Year Olds	121

APPENDIX 2



## Ethnicity of Pupils



## CoP Levels

