

SHEERING CE PRIMARY SCHOOL



EQUALITY SCHEME

This is a working document which will be monitored and reviewed annually.

May 2015

**At our school everyone is given every opportunity to be the best they can be
because
Everyone Matters**

***In our School we aim to create an environment in which all members of the
school community are equally valued and have equal opportunity
to achieve their full potential.***

***We aim to appreciate the diversity of society, so we can create richer
educational experiences, both academically and socially for all.
(Equal Opportunities Policy)***

Policy statement

- a) In accordance with our Vision Statement and our School Code of Conduct we pledge:
 - to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.

- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.

- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex County Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special educational needs and disability code of practice: 0 to 25 years (January 2015)

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)

Our school is situated within the village of Sheering, on the outer edges of the town of Harlow. The predominant ethnicity / culture context of the school and local community is White British.

- Religion/belief context of the school (local and national)

Our school is a Church of England faith school within the parish of Sheering. The predominant religion / belief of the school is Christian, Church of England.

- Socio-economic context of the school (local and national)

Our school is located within an area of relatively high social and economic prosperity compared with national figures as stated in our Raiseonline report (2010/2011). However 60% of our pupils live outside the village of Sheering. The social and economic prosperity, together with the percentages of overcrowded households for the areas our children live in vary from considerably below to considerably above the national average figures.

- Current issues affecting cohesion at school, local and national level

All our stakeholders are engaged in promoting and actively encouraging and supporting community cohesion and as a result our school is a highly cohesive community. Our school works closely within the village community and is currently developing a partnership with a primary school in Kenya.

4. Responsibilities

One named governor, takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;

- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements. Staff development takes place through:

- induction
- staff meeting time
- performance management
- training courses
- subject leader roles

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request; it is also shown on our school website.

The scheme will be kept under regular review for three years and then replaced in May 2018.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2015, 2016, 2017. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

Through our ongoing school improvement work, assessment, evaluation and review systems we monitor the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Equality objectives identified by this process are included in the three-year plan in Section 10 below, and in our School Improvement Plan.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data:
 - pupil, staff, parents' questionnaires
 - discussion at parent forums, school council meetings and team assemblies.
- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - pupil, staff, parents' questionnaires
 - staff, parent, governor and school council meetings

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

10. Equality Objectives 2015-17

Equality objectives (focused on outcomes rather than processes)	
	1. To promote an understanding of diversity within our school community e.g. family structure, race, faith, sexual orientation, ability or disability and age.
	2.To give opportunities for both boys and girls to access: <ul style="list-style-type: none"> • the curriculum by providing additional resources where necessary e.g. ear defenders, laptops, pencil grips, larger print, adjusted furniture etc • the wider curriculum e.g. choice of clubs/sports, responsibilities round the school etc
	3.To ensure full physical access to all areas of our school, especially access through the front, continues and is regularly reviewed and maintained through our school improvement work, monitoring and systematic evaluation.

11. Access Plan 2015-16

This relates very closely to the disability elements of the equality objectives in Section 10 above.

Actions (focused on outcomes rather than processes)	
i. Improvements in access to the curriculum	<ul style="list-style-type: none"> ▪ All pupils continue to have full access to the curriculum ▪ Curriculum themes continue to be reviewed by staff and pupils to ensure full access is maintained
ii. Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> ▪ Continue to monitor and review access to education and associated services through: <ul style="list-style-type: none"> - Finance and Premises Committee meetings - SLT meetings - School Improvement Planning and review
iii. Improvements in the provision of information in a range of formats for disabled pupils	Direct link to Objective 3 in Section 10

A more detailed action plan relating to provision for accessibility for adults and children with physical and learning difficulties is attached.

12. Community Cohesion Plan 2010-13

The actions our school takes to promote community cohesion are based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background and are contained within our School Development Plan.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

Equal Opportunities

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people’s contributions.

Date of policy: May 2015

Date of review: May 2017