



**Equality Scheme**

Date created: May 2018

Date ratified: 7<sup>th</sup> June 2018

Signed:

A handwritten signature in blue ink, appearing to read "J. Jones", is written over a horizontal line.

Chair of Governors

Signed:

A handwritten signature in black ink, appearing to read "C.M. Gardner", is written over a horizontal line.

Headteacher

Date to be reviewed: May 2021

Name of reviewer:

# ST GILES CHURCH OF ENGLAND PRIMARY SCHOOL

## EQUALITY SCHEME 2018-2021

This scheme replaces our:

- Disability Equality Scheme
- Gender Equality Scheme
- Race Equality Scheme

### **POLICY STATEMENT**

In accordance with our mission statement 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.

We will assess our current school practices 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.

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 Shropshire 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 Act (SENDA) 2001.

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

### **3. COMMUNITY COHESION**

The school has completed a detailed audit of community cohesion. Issues arising from that audit are included in the School Improvement Plan. Summary analysis of any significant issues are included in the Self Evaluation documentation that is presented to governors each year. Areas that are included in the community cohesion audit include:

- Ethnicity/culture context of the school (local and national)
- Religion/belief context of the school (local and national)
- Socio-economic context of the school (local and national)
- Current issues affecting cohesion at school (local and national)

#### **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;
- 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**

Staff training is outlined in the School Improvement Plan.

#### **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.

The scheme will be kept under regular review for three years and then started on a new cycle.

## **7. REPORTING ON PROGRESS AND IMPACT**

A report on progress is provided under the 'policy' section of the school website. This report is updated each year. 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**

This section outlines our process for monitoring 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.

The school monitors these areas through:

- Analysis of assessment data for different groups within school. Data is held on the school data base, Itrack, which enables the school to quickly and systematically evaluate the progress of different groups.
- Analysis of the biennial parent questionnaires.
- Analysis of end of year report slips.
- Analysis of discussions with sample groups of pupils.
- Analysis of pupil surveys.
- Analysis of lesson observations.
- Analysis of racist incidents.
- Analysis of bullying incidents.

Equality objectives identified by this process are included in the three-year plan in Section 10 below.

## **9. HOW WE CHOSE OUR EQUALITY OBJECTIVES**

Our equality objective-setting process has involved gathering evidence as set out in section 8.

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

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and 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 2017-20

Equality objectives (focused on outcomes rather than processes)

1. To ensure that no significant variation in progress occurs for different groups of children within school. This judgement to be confirmed by the analysis of data held on Itrack.

Groups analysed to include:

- Gender
- Race, including analysis of different ethnic groups
- Free School Meal Children
- Different groupings of SEN children including disabilities.
- Age

Objective - To continue to achieve levels of progress (pupil assessment data) where no groups are identified as underperforming.

2. The school to continue to monitor 'softer' forms of data that identify any issues of inequality relating to provision.

Analysis to include:

- Analysis of the biennial parent questionnaires.
- Analysis of end of year report slips.
- Analysis of discussions with sample groups of pupils.
- Analysis of pupil surveys.
- Analysis of lesson observations.
- Analysis of racist incidents.
- Analysis of bullying incidents.

Objective - To continue to achieve levels of progress where no groups are identified as underperforming.

3. To continue to review and develop systems to ensure that the Ofsted judgement of October 2008 is maintained.

'Every child in school is important, and valued as an individual. As one parent typically commented, 'All children feel special here, and their safety and well-being are of primary concern.' Ofsted October 2008

'Teachers plan carefully to ensure activities meet pupils' needs and teaching assistants play an active role, within the classroom and beyond, supporting pupils' learning well. Care, guidance and support are outstanding. This means pupils feel safe and confident that adults will help them if they are worried or upset. Pupils' progress is tracked closely and pupils are clear about how to achieve the targets set for them.' Ofsted October 2008

Objective - For future external audits (Ofsted and HMI) to confirm that provision in this area remains 'outstanding'.

11. ACCESS PLAN 2018-21

St Giles Church of England Primary School

Accessibility Plan 2018-2021

ISSUE BEING ADDRESSED	ACTION TO BE TAKEN	MEASURABLE OUTCOMES	DEADLINES
<p>To ensure a continued high quality of curriculum provision and support for SEN pupils.</p>	<p>Continued high quality provision for individual children with specific needs.</p> <p>Strategic development of resources, intervention programmes and deployment of staff to take place. Decisions to be taken based on detailed reviews of current practices and outcomes.</p> <p>SENDCO to identify specific training needs for each financial year and record plans in the SIP.</p>	<p>Summary judgements by LA monitoring and OFSTED</p> <p>Details in SIP</p> <p>Details in SIP</p>	<p>Ongoing</p> <p>April each year</p> <p>April each year</p>
<p>Purchase of specialist equipment to enable individual children to access the curriculum.</p>	<p>The school is currently well resourced in this. Each year an SEN budget is set to enable resources to be updated.</p> <p>If a new child joins the school with needs that require additional equipment to be purchased, then this will be financed by the SEN budget or from contingency funds.</p>	<p>Details in SIP and school budget.</p> <p>Details in SIP and school budget.</p>	<p>April each year</p> <p>Ongoing</p>

<p>Physical modifications of the school building. The school currently provides good levels of accessibility. Some connected issues may still need to be addressed.</p>	<p>Governors to consider accessibility issues as part of any future building and grounds developments.</p> <p>Governors to be flexible in meeting any additional issues that may arise as new children with disabilities join the school.</p>	<p>Minutes of the governors finance committee to provide evidence in relation to these decisions.</p> <p>All future projects to demonstrate clearly high levels of accessibility.</p>	<p>Ongoing</p> <p>Ongoing</p>
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## 12. COMMUNITY COHESION PLAN 2018-21

The school has completed a detailed audit in relation to community cohesion which provides a detail about practice in this area. Ongoing issues and areas for development are included in the School Improvement Plan.

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

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

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

	Actions (focused on outcomes rather than processes)
Teaching, learning and the curriculum	Objective - To continue to achieve levels of progress where no groups are identified as underperforming. (see Equality Scheme)
Equity between groups in school, where appropriate	Objective - For future external audits (Ofsted and HMI) to confirm that provision in this area remains 'outstanding'. (see Equality Scheme)
Engagement with people from different backgrounds, inc. extended services	Objective - To receive positive feedback from all different groups within school. Key evidence to be provided by: <ul style="list-style-type: none"> <li>• Analysis of the biennial parent questionnaires.</li> <li>• Analysis of end of year report slips.</li> <li>• Analysis of discussions with sample group of pupils.</li> <li>• Analysis of pupil surveys</li> </ul> To continue to undertake a wide range of positive activities to promote engagement.

