

Eversley Primary School

'Be the best you can be'



Equality Scheme

2020-2021

23rd March 2021

This is a working document which will be reviewed annually.

1. Policy statement

- a) In accordance with our mission, vision and values, 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 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 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 and the Equality Act 2010 Schedule 10.

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. 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)

- 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 level

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 Headteacher 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.

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.

7. Reporting on progress and impact

Evidence will 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 annually conducts a process of pupil performance data analysis. This includes the performance of groups as outlined above where appropriate.

Equality objectives identified by this process are included in the 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 performance data
Incident records
Behaviour management records

- iii. and from involving relevant people (including disabled people) from the start in the following way:

Pupils
Staff
Governors and other stakeholders

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.

Review of Equality Objectives 2019-20

Equality objectives (focused on outcomes rather than processes)	Review of objectives
<p>All revised and new school policies relating to Teaching and Learning and the Curriculum have due regard for the Equality Act. Particular attention will be given to the new format of subject leaders' policies.</p>	<p>All new and updated school policies (as appropriate) contain a dedicated and updated Equalities statement.</p> <p>Action: Continue</p>
<p>Provision is made to cater for the cultural, moral and spiritual needs of all children through learning outside, specific focus days and work in line with our International Schools award.</p>	<p>This year this has been challenging due to COVID-19 restrictions. Remote assemblies and aspects of the Home Learning curriculum have incorporated the key features of SMSC including school and British values. The dedicated policy to manage extremism has been updated.</p> <p>Themed events within COVID restrictions have taken place, e.g. anti-bullying week. Children have been provided with virtual theatre performances.</p> <p>Action: Continue</p>
<p>The displays around the school reflect diversity across all aspects of equality and are frequently monitored.</p>	<p>Monitoring indicates that displays could better reflect diversity.</p> <p>Action: Continue</p>
<p>The outcomes of pupil performance across the curriculum and years does not demonstrate any negative impact on equalities groups.</p>	<p>Full end of year analysis was not possible due to COVID-19. Ongoing assessment throughout the year will be used to analysis groups to ensure there is not an inconsistency in the performance of some groups in some years.</p> <p>Action: Continue</p>

10. Equality Objectives 2020-21

Equality objectives (focused on outcomes rather than processes)
All revised and new school policies relating to Teaching and Learning and the Curriculum have due regard for the Equality Act.
Provision is made to cater for the cultural, moral and spiritual needs of all children through learning outside, specific focus days and work in line with our International Schools award.
The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
The outcomes of pupil performance across the curriculum and years does not demonstrate any negative impact on equalities groups.