

# Eversley Primary School

'Be the best you can be'



## Equality Scheme

2018-2019

**10<sup>th</sup> July 2018**

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.

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## **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.

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

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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

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Pupil performance data  
Incident records  
Behaviour management records

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

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Pupils  
Staff  
Governors and other stakeholders

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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 2017-18

<b>Equality objectives (focused on outcomes rather than processes)</b>	<b>Review of objectives</b>
All revised and new school policies relating to Teaching and Learning and the Curriculum have due regard for the Equality Act.	All new and updated school policies (as appropriate) contain a dedicated and updated Equalities statement.  Action: Continue
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.	This year this has been extended to incorporate our termly school values and British values. Assemblies, RE, PSHE and a dedicated policy to manage extremism have all been updated. Current work includes progression towards becoming a 'Rights Respecting School' and 'Investors in Pupils'.  Action: Continue
The displays around the school reflect diversity across all aspects of equality and are frequently monitored.	Monitoring indicates that displays could better reflect diversity.  Action: Continue
The outcomes of pupil performance across the curriculum and years does not demonstrate any negative impact on equalities groups.	Ongoing assessment throughout the year demonstrates an improvement in the performance of different groups and narrowing gaps. Full end of year analysis will inform planning and practice for September 2018.  Action: Continue

## 10. Equality Objectives 2018-19

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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.