



Equality Scheme 2018 to 2022

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

1. Policy statement

- a) In accordance with school 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) As policies and practices are reviewed we will conduct 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.

(See Appendix A for bank of equality statements).

2. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Thurrock Council guidance for recording prejudice related incidents involving pupils in schools.

The accessibility plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

3. Responsibilities

Our Chair of Governors 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.

4. 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.

All staff will receive training through the continued professional development programme raising their awareness of this of this equality scheme and the school's expectations.

All staff will be confident in dealing with pupils or colleagues with protected characteristics and will make reasonable adjustments as appropriate for disabled people and those with mental health issues.

All staff will be familiar with the relevant policies that they are responsible for implementing.

5. 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 four years and then replaced in July 2022.

6. Reporting on progress and impact

A report on progress with the actions listed below will be published by the Governors at the end of each academic year.

7. 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.

Equalities issues remain relevant in all our work. This includes the management of staff, the interactions between colleagues and pupils and the importance of equality and diversity in teaching and learning.

An equality impact assessment for each policy will measure any areas that conflict with this Equality scheme. Equality objectives identified by this process will be included in the four-year plan in Section 10 below, or in the School Improvement Plan as appropriate. Evidence of this process is available on request.

8. 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 7 above,
- ii. from the equality data that is collected during recruitment to identify inclusion groups potential colleagues may fall into. We will keep this information under review and update it as necessary.
- iii. from involving relevant stakeholders (community, parents, governors, staff and pupils) from the start in the following way:
 - ❖ We will engage with our stakeholders via the school's Newsletter. We will welcome any feedback on how well we are meeting our equality objectives.
 - ❖ We will engage with our stakeholders when we undertake impact assessments to establish whether they are, or could be, any adverse impacts on diversity groups during any potential change exercises. We will act upon and publish our assessment findings as appropriate.

The evidence will be 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.

9. Equality Objectives 2018-22

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Staff, parents, pupils and Governors are aware of the Equality Plan as it is promoted through the school website and staff meetings.
Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes.
The appointment of staff is in line with equal opportunities legislation.
Staff and pupils from diversity or minority groups are treated fairly in all respects when compared with their colleagues and peers.
Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistency and are in line with relevant policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy.
All staff ensure the classroom is an inclusive environment in which pupils feel safe and all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.
All pupils are taught about differences as part of the RE and PSHE curriculum.
The curriculum promotes role models that pupils positively identify with, which reflects the school's diversity in terms of race, gender and disability.
Displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.

All pupils are given the opportunity to make a positive contribution to the life of the school through involvement in the School Council, class assemblies and fund raising.

10. Accessibility Plan 2018-22

This can relate very closely to the disability elements of the equality objectives in Section 9 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<p>Regular review of attainment data which identifies how pupils with different characteristics are performing. Action taken in response to data analysis.</p> <p>Planned initiatives and policies developed, to promote equality for particular groups, such as address racist or homophobic bullying.</p>
ii. Physical improvements to increase access to education and associated services	<p>Each class have access to at least one Teaching Assistant. This member of staff may work closely with pupils allowing them to identify any changes in requirements and make the necessary alterations to support progress.</p>
iii. Improvements in the provision of information in a range of formats for disabled pupils	<p>Allocate funding for any modifications needed for resources to enable full inclusion of disabled persons in our school life.</p>

11. Community Cohesion Plan 2018-22

The choice of appropriate actions to promote community cohesion is based on the needs identified 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)
i. Teaching, learning and the curriculum	Involvement with local communities and collaborative project work with local schools.
ii. Equity between groups in school, where appropriate	<p>The school’s ethos of mutual trust and respect is sustained by all new staff, pupils and visitors to the school.</p> <p>Procedures are in place for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff follow the school’s procedures and operate consistent systems for rewards and discipline.</p> <p>Extra-curricular activities and special events cater for interests and capabilities of all pupils and take account of their religion and culture.</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>Governing Body to take active steps to be representatives of the local community.</p> <p>Community views are sought in a variety of ways.</p>

Appendix A

Equality Statements

Pupils' attainment and progress

This school expects the highest possible standards. Staff and Governors have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Local Authority policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEND is identified.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level as far as possible, etc.

Linguistic Diversity

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.