



EASTINGTON PRIMARY SCHOOL



Equality Scheme

2012-2015

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

1. Mission Statement

At Eastington Primary, we are committed to ensuring equality of education and opportunity for all pupils, staff (including those with a disability and all those receiving services from the school). We pledge to develop a culture of inclusion and diversity in which everyone:

- respects the equality of human rights of all our pupils;
 - strives to educate children and young people about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- a) 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.
- b) 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 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Gloucestershire County Council procedures for recording incidents involving pupils in schools.

The access plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Disability and Discrimination Act (DDA) 2005

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 school’s profile given the adjustments between specific cohorts of pupils. 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 school’s actions to promote community cohesion.

‘Pupils come from a wide range of social and economic backgrounds. There are a small number of pupils from minority ethnic backgrounds. There are currently (2012/13) no pupils with English as an additional language, however, there are a small number of families where

English is not the first language spoken in the home. Overall the percentage of pupils who find learning difficult and/or have disabilities is below the national average, however, in specific Year groups is close to the average and slightly above. Eastington Primary is a Community school.'

4. Responsibilities

One named governor **Sarah Underdown** 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 pupils, 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;
- participating in relevant training and learning opportunities.

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

All visitors and contractors are responsible for following relevant school policy.

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 three years

6. 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. 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.

7. How we conduct equality impact assessment

The Governors Standards of Achievement will act as the key committee that monitors potential impact as to:

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

Equality objectives identified by this process (3 year plan – section 10 below), Headteacher reports to governors, staff meeting minutes, self-evaluation data and reports from external services including Ofsted will support the evidence base as to the impact of the school's actions

8. How we chose our equality objectives

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

- i. from the equality impact assessments
- ii. pupil surveys/questionnaires/reports and incident files (e.g. bullying/racial/e-safety and external reports (RaiseOnline/Ofsted etc.)
- iii. local and national training/initiatives
- iv. from pupil performance data - RaiseOnline/LA Analysis and (STARS - school's own computerised tracking system)
- v. and from involving relevant people (including disabled people) from the start in the following way:
 - Links with other schools (The Ridge Primary formerly Amberley Ridge Special School and SEN support in secondary schools)
 - Specialist services (e.g. Mobility Officer, Auditory/Visual uk, Glos HI/VI Advisers)
 - Invited guests/visitors to raise the profile and promote equality (e.g. women's rugby international referee)

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.

Some examples of good practice at Eastington Primary (to date)

- Full inclusion for all pupils – curriculum and extended activities
- Raising awareness and promoting positive attitudes towards pupils and adults with a disability e.g. targeted funding to support Transplant games athlete Kelly Young (school performances, assemblies and guest speakers etc.)
- Celebrating diversity (planned curriculum/school links etc.)

- Understanding challenges faced by others (UNICEF– participation in Rights Respecting Schools Project (2010 to date Level I achieved)
- Links with schools (Charles Dickens Primary inner city school/Langa Langa Primary School, Kenya)
- Multi sports days at local secondary school (Maidenhill) with young learners from the Shrubberies School
- Shades Day – raise awareness of visually impaired – support for Guide Dogs (including guest speakers – linked to ‘senses’ project)
- Staff training and simulation exercises to raise awareness and constant review of physical environment for those with visual and hearing impairment
- Improved resources – enlarged ICT key boards, large print books, tracker ball, lighting etc.
- Working closely with external agencies e.g. pupils receiving critical medication whilst involved with residential Adventure Week (PGL)
- Raising awareness of head/brain injuries - member of staff sponsored for London marathon (2010). ‘Fighting Blindness’ campaign - school performances and London marathon 2012
- Displays to raise awareness, provide information and challenge prejudices etc.
- Assemblies both adult led and child initiated
- Circle time following specific themes/discussion – pupil’s voice
- All pupils opportunity to access and participate in extra-curricular activities (modified activities e.g. skipping challenge)
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders (records of incidents inc. racial inequality held in main office).
 - If a number of incidents have been prevalent within a particular year group, we use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Celebrate and highlight key events such as the Paralympics, Shades Day (visually impaired) etc. Shared experience through sports (Multi sports afternoon mainstream/SEN schools)
- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.



9. Equality Objectives 2012-15

Equality objectives (focused on outcomes rather than processes)

All pupils have equality of access to extra-curricular activities

Actions:

- Review all lunchtime and after school clubs registers (data) to determine individuals groups involved. Promotion of equality through extended groups for reluctant learners/achievers ('Learning through sport' initiative/Class based 'sharing/involvement groups)
- 'Learning Through Sport' initiative – funding directed to those who are reluctant to be involved. The development of 'communication', 'decision making', 'involvement' etc. (individual funded projects where practical and links with community sports clubs..Frampton Tennis club/Stroud Rugby Club)
- Funding support for annual residential 'Adventure week' to promote involvement and equality
- Ensure all information related to extra-curricular is accessible and reflects a range of opportunities for all pupils regardless of any barriers

All pupils to recognise, understand and celebrate diversity

Actions:

- Promotion of ethnic groups (e.g. Japanese culture) Celebrations days, planned programme of study 'Japan'. Involvement of families and visit from school link from Tokyo. Parents 'Japanese' evening. Support for national and international initiatives
- Working with the Glos re-integration unit. Support for pupils who seek a greater understanding of minority ethnic groups
- Curriculum review cycle (implementation of 'new' primary curriculum) to ensure areas related to 'Equality' are included and reflect pupils positive attitudes towards others
- Through continued links with inner city school (Charles Dickens Primary, Southwark, London) pupils share and develop a greater understanding for different cultures and environments (pen friends/annual visits/shared curriculum projects e.g. London 2012 and post Olympic impact on regeneration and cultural understanding etc. post Olympics)

To ensure the performance of all pupils including those from minority ethnic groups reach their full potential

Actions:

- Using school based comprised tracking system – identify pupils from minority ethnic groups and track their progress against those of their class/Year group and using local and national benchmarks for pupil performance
- Following analysis demonstrate that all pupils are working are making the expected progress (using national data and comparative data – School based assessments and national assessments, RaiseOnline etc.)

10. Access Plan 2012-15

The Equality Plan and Objectives above includes all members of the school community whereas the Access Plan relates to specific groups or individuals.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<ul style="list-style-type: none"> • Extend staff training (Hearing/Visual impaired/speech and language/medical needs etc.) to ensure pupils with disabilities are able to fully access the curriculum. Work closely with the cochlea implant team/HI/VI/Services and Mobility Officer. Specialist training provided by Audio/Visual UK (2012 ongoing). INSET staff training and staff meetings
ii. Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • Improve lighting throughout older part of school buildings to ensure all learning areas are equally accessible (also supports pupils with visual impairment - 2012) • Ramp access improved for Class 5 (Elliott building) to enable safe wheelchair access and safety for all exiting the building
iii. Improvements in the provision of information in a range of formats for pupils with a disability	<ul style="list-style-type: none"> • Systematic audit of pupils with SEN as part of assessment cycle to ensure appropriate resources enable full access to the curriculum provision – e.g. pupil with visual impairment (enlarged print, keyboards, 'Write Angled' boards, physical environment and school circulation etc.) • Continuation of the 'Fizzy' club to enable pupils to develop both core and fine motor skills and review impact on accessibility and learning • Re-introduction of the 'Cloakroom club' to support language/understanding and social engagement with their peers and shared learning opportunities

11. Community Cohesion Plan 2012-15

The school promotes community cohesion 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)
i. Teaching, learning and the curriculum	<ul style="list-style-type: none"> • As part of the curriculum review (2012/13), staff will continue to evaluate the provision to ensure the inclusion of key elements of the community cohesion plan (programmes of study to reflect the positive impact of community cohesion) • Observations/evaluation of teaching and learning will highlight what pupils know and understand about community cohesive (pupils demonstrate their understanding of and for the needs of others linked to RRS initiative) • The involvement of ‘Life Education’ project (Term 6) will challenge perceptions and present positive reinforcement of community life both locally and beyond • Opportunities through assemblies/displays etc. will grasp the importance of community cohesion and celebrate diversity
ii. Equity between groups in school, where appropriate	<ul style="list-style-type: none"> • Through specific projects and planned activities – cultural differences will be understood and celebrated e.g. Japanese music day/Muslim/India celebrations etc. • The performance of minority groups will be evaluated to ensure there is equity and opportunities for all (‘STARS’ school pupil tracking system) and where appropriate adjustments made to ensure equality
iii. Engagement with people from different backgrounds, inc. extended services	<ul style="list-style-type: none"> • Strengthen links with Charles Dickens Primary, Southwark, London, Langa Langa Primary in Kenya and Japanese families/community. Through a greater understanding and shared learning opportunities (visits, resources, pen friends, learning platforms and email etc.) • Involvement of parents from minority ethnic groups (celebrations/ceremonies/music/food etc.) • Involvement with the Glos reintegration programme groups and families have greater knowledge and positive attitudes • Shared music project (4 schs) multi-cultural theme (term 6)

Making things happen

Pupils' attainment and progress

This school expects the highest possible standards. Staff 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 (Use of UNICEF – RRS boxes).

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. Pupils are regularly consulted about their learning (discussion/recorded evaluations/questionnaires/pupil progress meetings – term 2 and term 5).

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

Everyone at Eastington actively promotes good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff 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 will provide 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

Victims of harassment and bullying are given appropriate support using external agencies where appropriate (see school policy). 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 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 Glos LA 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.

Staff training and awareness of racist incidents, bullying, harassment and prejudice is integral to providing a safe and positive climate where everyone is valued. Staff ensure incidents are dealt with fairly and support is offered in handling such matters.

Staff are encouraged 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.

Eastington Primary 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 will be made available to parents/carers on request in accessible formats such as relevant community languages and large print.

The school works closely with parents/carers and external agencies (Education Welfare Service/Child Protection/Social Services) to reintegrate long-term non-attendeers and any excluded pupils. All aspects of the Equality Scheme Policy apply at all times .

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. (Individual consultations/times and respect for cultural needs etc.). Information and meetings for parents are made accessible for all.

Progress reports (including termly curriculum information and pupil targets) to parents/carers are clearly written and encourage parents to participate in their child's education. Where necessary information will be available on request in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information. Individual arrangements are made for parents and members of the community who wish to support school events and may have mobility/access needs.

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 when SEN is identified.

Informal events are designed to include the whole community and at times may target minority or marginalised groups (e.g. Japanese evening and themed activities).

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 in line with the schools Letting policy.

Leadership and management

Steps are taken to ensure the Local Authority admission process is adhered to, 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.

The school 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.

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

The school 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 statement is included with all advertisements for positions within school).

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.

Monitoring and reporting

The Governors of Eastington Primary School recognise their responsibility to monitor the impact of the action taken to ensure that progress is being made towards meeting Equality for all, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales (for the most part annually, however, circumstance and events may require closer scrutiny). If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors as part of the Governors Standards of Achievement Group and the findings will be used to improve practice if necessary.

For further information, please contact: Elizabeth Greening (SENCO) / Malcolm Strang (Headteacher)/Sarah Underdown (Governor rep.)



‘Working together and aiming high.....for All!’
Eastington Primary School