



# Equality Scheme

**St Thomas and St Anne's CE Primary School**

**November 2022**

# 1. Policy statement

## Aims:

- a) In accordance with our mission statement and 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) We will assess our current school practices and implement all necessary resulting actions in relation to:
  - ethnicity,
  - religion or belief,
  - socio-economic background,
  - ability,
  - gender and gender identity,
  - physical appearance and/or 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.

## Objectives

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.

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.

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

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.

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.

We monitor parental involvement and try to encourage the participation of under-represented groups of parents and sections of the community. We endeavour to ensure that information and meetings for parents are made accessible for all.

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 application of the behaviour policy.

Informal events are designed to include the whole community and minority or marginalised groups are encouraged to attend.

Steps are taken to ensure the school's admission process is fair and equitable to all pupils.

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

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.

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays
- pupils' names will be accurately and correctly pronounced

## **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.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

## **3. Responsibilities**

The governor responsible for SEN, 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 and access 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 Chair of Governors is responsible overall for dealing with reports of prejudice-related incidents.

**Visitors and contractors are also responsible for following relevant school policy.**

## **4. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

## **5. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **6. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the visits checklist by the member of staff organising the activity and is stored with the completed risk assessment.

## **7. 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 reviewed on an annual basis.

## **8. Reporting on progress and impact**

A report on progress with the actions listed below will be undertaken by the governors on an annual basis

Equality objectives identified by this process are included in the three-year plan in Section 10 below. This plan is incorporated into the School Development Plan (SDP). Reviews are retained with the SDP reviews which will be evidenced in the minutes of the Standards Committee and Premises, Security and Health & Safety Committee.

## **9. How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence from a range of sources. This may include:

- a review of original policies and schemes and their associated action plans.
- pupil outcome data – End of Key Stage outcomes and National checks, FFT, Perspective Lite and in-house tracking.
- discussions with different groups of children
- seeking views from parents through questionnaires
- discussion with parent, foundation and community governors
- national or local initiatives

The evidence is 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.



## 10. Equality Objectives 2022 – 2026

Objectives	Who	Activities / training implications / resources / costs / time	Success criteria
<p><b>To narrow the gap between the progress made by ‘all’ children and that made by ‘groups’ of children such as those eligible for the Pupil Premium and SEND</b></p> <p><b>SDP P1</b></p>	<p>HT Teac hers</p>	<ul style="list-style-type: none"> <li>• All staff know their SEND / PP pupils and ensure their needs are at the centre of their daily teaching. Lists are kept up to date and tracking grids reflect this.</li> <li>• Children all experience the same first quality teaching appropriate to their NC year group and are supported through the use of scaffolds, resources and additional prompts.</li> <li>• Measurable interventions supporting pupils learning needs implemented.</li> <li>• Opportunities for the children to recall prior learning.</li> <li>• Assessments used to identify gaps in learning and to inform teaching sequence.</li> <li>• AfL is used well and pupils are reflective of their learning, proud of their achievement and understand their next steps and why.</li> <li>• School monitoring used to identify strengths and developments for teaching across the school. Staff performance management cycle supports this whole school action at appropriate levels.</li> <li>• Interventions are timetabled carefully to not impact the same subjects.</li> <li>• SEN Plans are effective and SMART targets are achieved.</li> <li>• Termly tracking of all pupils. Analysis of this data to identify pupils not making expected progress</li> <li>• School Tutor-Led funding is used to support vulnerable groups across the school as per schedule.</li> <li>• SEND / PP/ Vulnerable to be enabled to access assessments with bespoke / suitable accessibility arrangements: scribes, extra time, movement breaks, small group or 1-1 etc</li> </ul>	<p>All children from their starting points will make expected or better than expected progress.</p> <p>Individual needs are well catered for</p> <p>SEN and vulnerable pupils will feel proud of their learning achievements.</p>
<p><b>Pupils consistently demonstrate respect towards others during playtimes</b></p>	<p>HT/ SLT Teac hers LTS</p>	<ul style="list-style-type: none"> <li>• Engagement of children school leadership roles (House Captains, Worship Leaders, Librarians, Sports Leaders)</li> <li>• School values refreshed and promoted through assemblies and curriculum areas.</li> <li>• Restorative practice CPD for all staff.</li> <li>• Consistent approach to application of school rules ‘Ready, Respectful, Safe’</li> <li>• Hanwood High Fives used by school staff and visitors to promote first attention to best conduct.</li> </ul>	<p>Monitoring of behaviour and behaviour logs indicate high levels of respect.</p> <p>Parents survey and pupil voice indicate</p>



<b>and lunchtimes SDP P3</b>		<ul style="list-style-type: none"> <li>• Use of OPAL play approach at playtimes and lunchtimes</li> <li>• Monitoring and recording of behavioural incidents using SIMS</li> <li>• Curriculum and class texts designed to explore diversity and equality</li> <li>• Anti-bullying week initiative</li> </ul>	<p>higher levels of respect between pupils.</p> <p>Children can articulate and give examples of our school values.</p>
<b>To prepare children for life in modern Britain through a celebration of diversity</b>	HT SLT Teac hers	<ul style="list-style-type: none"> <li>• Regular opportunities across the curriculum will provide children with a safe forum for open discussion and reflection.</li> <li>• Curriculum design explores and celebrates diversity</li> <li>• Children will be encouraged to be curious about life's 'big questions'.</li> <li>• A range of stimuli will bring concepts and cultural and religious themes to life.</li> <li>• Weekly assemblies and celebration activities</li> <li>• studying other faiths and visiting their places of worship</li> <li>• Engagement with charitable activities related to human disasters and conflicts</li> <li>• extra-curricular opportunities and educational visits will ensure that children appreciate interacting with other members of the school community.</li> <li>• Trips and educational visitors</li> <li>• Engagement in celebration days or weeks throughout the year</li> <li>• Worship leaders to choose and support charity/organisation</li> <li>• Staff CPD on diversity</li> </ul>	<p>Children demonstrate an understanding and appreciation of diversity and are more accepting and inclusive of others.</p>