

# Equality Scheme



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

# 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 systems of rewards and discipline.

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.

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 beginning of the SEF. 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)  
% Ethnic minorities is low compared to national comparative data.

- Religion/belief context of the school (local and national)

The school has a very distinctive ethos, which permeates throughout all aspects of school life, in everything we do and with everyone involved in the life of the school. This is encouraged and fostered through effective leadership from the Headteacher and Foundation Governors in particular. This is supported by pupils, staff, parents, governors and the wider community. The school has strong links with the local church and the school's mission statement and aims highlight the importance of the Christian values in the life of the school.

- Socio-economic context of the school (local and national)

The school serves an area which displays a broad socio-economic range - children come from widely differing backgrounds.

- Current issues affecting cohesion at school, local and national level
  - strong links with local community, including St Thomas' Church
  - opportunities provided to enhance our curriculum provision through Bridges
  - we are currently exploring further links nationally and globally

## 4. 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, 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 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.**

## **5. Staff development**

Professional responsibilities as well as statutory requirements in relation to equality and cohesion will be met by:

- Equality and cohesion will be integrated into planned CPD opportunities for all staff.

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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 reviewed on an annual basis.

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

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

## **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.
- We undertake impact assessment in a relevant, proportionate and systematic way.
- The focused action plans are reviewed 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 as follows:

- i. From the review of original policies and schemes and their associated action plans. These included our Accessibility Plan, The Gender Equality Scheme and the Disability Discrimination Action Plan. Actions were also identified from a review of the Race Equality Policy and the policy for Equal Opportunities.

- ii. from the following data - RAISEonline, FFT, LA and in-house tracking.
- iii. and from involving relevant people (including disabled people) from the start in the following way:
  - discussions with different groups of children
  - seeking views from parents through questionnaires and discussion with the Parent Council
  - discussion with parent, foundation and community governors

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.

## 10. Equality Objectives 2015-18

### Equality objectives (focused on **outcomes** rather than processes)

- For every child to achieve their full potential regardless of gender, ethnicity, ability including special needs, disability and socio-economic groups
  - to analyse pupil tracking and RAISE online data against boy/girl attainment and all vulnerable groups and address any disparities
  - regular monitoring of extracurricular activities for attendance
  - regular review of the range of clubs offered
  - to celebrate and recognise all forms of achievement
  - to provide an inclusive environment
  - independence is encouraged
  - a broad and balance curriculum is planned
  - positive relationships are fostered between school and parents
  - high standards of behaviour are expected and good discipline is maintained with rewards and sanctions being consistently applied
  - the curriculum enables children to explore values and attitudes such as sharing and respect
  - resources portray positive images of different cultures
- The appointment of any member of staff is not influenced by gender, age, race or sexuality
  - recruitment monitoring sheet is removed from application form before short-listing.
  - a clear job specification and grading system is in place for interview questions. Analysis of interview performance is undertaken against these criteria. All candidates are asked the same questions.
- Everyone irrespective of their race, colour, ethnic or national origin or their citizenship feels welcomed and valued and able to achieve their full potential
  - children are encouraged to respect and value differences between people
  - racial equality will be promoted, alongside good race relations
  - the admission process is fair and equitable
  - contributions from all staff are welcomed, recognised and valued
  - linguistic diversity is recognised and celebrated

➤ The existence of racism in the wider community will be acknowledged and the school will be proactive in tackling and eliminating racial discrimination.

- children are prepared for life in a multi-ethnic society
- all staff understand what constitutes racial harassment
- racial discrimination will be challenged and reported in line with current LA guidance
- issues relating to racial discrimination will be reflected in all policies, procedures, processes and practices
- staff and governors will be provided with appropriate CPD

➤ Barriers to full inclusion for all pupils and staff with disability will be removed.

- access to both timetabled curriculum activities and extracurricular activities will be maximised as far as is feasible, dependent on individual circumstances. This will include trips and visits provided from the school.
- realistic allowances will be made for individual circumstances by removing barriers to learning
- an accessible environment will be provided for children and staff with disability
- specialist agencies will be accessed to support full inclusion

**St Thomas and St Anne's Access Plan 2015-18**  
**Part 1: Increasing Access for Disabled Pupils to the School Curriculum**

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> <li>➤ Review current children in school with disabilities and their ease of access to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curriculum requirements identified and noted on IEPs, IBPs or PEPs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils with disabilities are clearly identified</li> <li>➤ Individual needs are identified to access the curriculum</li> </ul>	2015 - 18	
Medium Term	<ul style="list-style-type: none"> <li>➤ To raise staff awareness of children with specific needs/conditions and employ appropriate agencies to support as required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appropriate/relevant CPD opportunities explored/accessed</li> <li>➤ Advice sought from external agencies as required</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff, including TAs and other support staff to be trained to support the needs of all pupils</li> </ul>	2015-18	
Long Term	<ul style="list-style-type: none"> <li>➤ To build provision into all curriculum policies</li> <li>➤ All out-of-school activities are planned to allow for the participation of all pupils as far as possible</li> </ul>	<ul style="list-style-type: none"> <li>➤ To refer to Single Equalities Plan in all other curriculum policies as reviewed</li> <li>➤ Admin team to review existing and new activities on offer, particularly with regard to accessibility</li> </ul>	<ul style="list-style-type: none"> <li>➤ All policies to be explicit with regard to inclusivity</li> <li>➤ All activities on offer to be inclusive as far as possible</li> </ul>	2015-18	

## St Thomas and St Anne's Access Plan 2015-18

### Part 2: Improving the Delivery of Written Information to Disabled Pupils

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> <li>➤ To review Single Equalities Policy, specifically focusing on written information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review undertaken with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>➤ Policy revised</li> </ul>	2015-18	
Medium Term	<ul style="list-style-type: none"> <li>➤ Review signage around school</li> <li>➤ Ensure that written material is available in alternative formats</li> </ul>	<ul style="list-style-type: none"> <li>➤ Signs are clear and at correct height for potential wheelchair users</li> <li>➤ School to become aware of resources available for converting written information into alternative formats</li> </ul>	<ul style="list-style-type: none"> <li>➤ Signs more readily accessible</li> <li>➤ Sources of alternative formats known</li> </ul>	2015-18	
Long Term	<ul style="list-style-type: none"> <li>➤ Explore a range of media for communicating to disabled pupils, including modified print, Braille...</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff aware of alternatives available and sources recognised for ease of access if and when required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Media known</li> </ul>	2015-18	

**St Thomas and St Anne's Access Plan 2015-18**  
**Part 3: Improving access to the Physical Environment of the School**

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<ul style="list-style-type: none"> <li>➤ To review the premises in terms of physical access</li> <li>➤ Identify any outstanding issues relating to accessibility for disabled pupils, staff and visitors</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'In- house' inspection of school premises</li> <li>➤ Advice sought from LA - Buildings Surveyor as required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feasibility and constraints known</li> </ul>	2015-18	
Medium Term	<ul style="list-style-type: none"> <li>➤ To undertake feasibility survey to address any key issues raised from premises review</li> </ul>	<p>As required...</p> <ul style="list-style-type: none"> <li>➤ Submit DFC 1 to LA</li> <li>➤ Detailed assessment to be undertaken and practicalities explored with experts from LA/outside agencies</li> <li>➤ Costings sought in line with Best Value</li> <li>➤ Appropriate works to be commissioned</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work commissioned as required</li> </ul>	2015-18	
Long Term	<ul style="list-style-type: none"> <li>➤ Any required work to be undertaken</li> </ul>	<ul style="list-style-type: none"> <li>➤ Business Manager/Careta ker to assist with project management and facilitation of works as required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improved access and facilities for disabled persons as required</li> </ul>	2015-18	

## 12. Community Cohesion Plan 2015-18

The choice of appropriate actions to promote community cohesion is 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

	<b>Actions (focused on outcomes rather than processes)</b>
i. Teaching, learning and the curriculum	<p>The school community</p> <ul style="list-style-type: none"> <li>➤ Encourage cross phase working</li> </ul> <p>Local communities</p> <ul style="list-style-type: none"> <li>➤ Increased collaboration with local schools</li> <li>➤ Utilising the local environment further for teaching and learning opportunities</li> </ul> <p>Communities across the UK</p> <ul style="list-style-type: none"> <li>➤ Link with another school in a contrasting locality</li> <li>➤ Extend opportunities for children to celebrate festivals and traditions from different cultures</li> </ul> <p>The global dimension</p> <ul style="list-style-type: none"> <li>➤ Link with another school in a contrasting locality</li> </ul>

<p>ii. Equity between groups in school, where appropriate</p>	<p>The school community</p> <ul style="list-style-type: none"> <li>➤ Providing equal opportunities for children of all ages to participate in extra-curricular activities</li> <li>➤ To ensure that children of all groups are represented on pupil committees</li> </ul> <p>Local communities</p> <ul style="list-style-type: none"> <li>➤ All pupils to have opportunity to represent the school in community based activities</li> </ul> <p>Communities across the UK</p> <ul style="list-style-type: none"> <li>➤ All pupils to have a 'voice' in planning developments in this area</li> </ul> <p>The global dimension</p> <ul style="list-style-type: none"> <li>➤ All pupils to have a 'voice' in planning developments in this area</li> </ul>
<p>iii. Engagement with people from different backgrounds, inc. extended services</p>	<p>The school community</p> <ul style="list-style-type: none"> <li>➤ Encourage parents to become more involved in school life and share their expertise</li> </ul> <p>Local communities</p> <ul style="list-style-type: none"> <li>➤ To foster links with a range of groups within our local community</li> </ul> <p>Communities across the UK</p> <ul style="list-style-type: none"> <li>➤ Link with another school in a contrasting country</li> <li>➤ To link with different communities through visits and visitors</li> </ul> <p>The global dimension</p> <ul style="list-style-type: none"> <li>➤ Link with another school in a contrasting locality</li> <li>➤ To link with different communities through visits and visitors</li> </ul>