

The Alderton Infant School Equality Scheme

October 2017

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

1. Policy statement

- a) In accordance with our vision statement and aims 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 (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - marriage and civil partnership,
 - pregnancy and maternity
 - sexual orientation, and
 - age.

- c) We will promote community cohesion and “Preparing children for life in modern Britain” policy 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 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.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Our scheme also covers the statutory requirements outlined in the EYFS Statutory Framework

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 Raise on Line, the Local Authority Census and School 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)
School (ROL Nov 2016): 74.4% White British, 25.6% Other
National (ROL Nov 2016): 69.3% White British, 30.7% Other

School (ROL Nov 2015): 81.2% English as a first language, 18.8% other
National (ROL Nov 2015): 79.9% English, 20.1% Other
- Religion/belief context of the school (September 2016 - data from admission forms on file)
36% Christian/Cof E
39% No religion
22 % diverse range of other faiths (Hindu, Muslim, Sikh, Jewish, Quaker, Roman Catholic, Other)
2% Declined to give information
- Socio-economic context of the school (local and national)
School (ROL Nov 2016): 0.22
National (ROL Nov 2016): 0.21
Local knowledge and the Index of Multiple Deprivation shared by the Children's Centre on site demonstrate a high level of need in the local area.
- Current issues affecting cohesion at school, local and national level
Enhanced Healthy School Award – achieved spring 2017
National focus on British Values and “Narrowing the Gap”
Children's Centre reorganisation from March 2017
Exploring the viability of Multi-Academy Trust Status in 2017-18

4. Responsibilities

One named governor, Sue Leggate, 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.

5. Staff development

The deputy headteacher, Tracey Melia, is responsible for co-ordinating CPD. The School Development Plan and performance management process for all staff identifies training needs. All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality of opportunity in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements. Members of the governing body will also identify their own training through a skills analysis and liaison with the Link Governor.

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 for three years.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via newsletter 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.

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.

Regular assessments are made and those for speaking and listening, reading, writing and maths are inputted into the Target Tracker tracking system on a half termly basis. Foundation subjects and science and computing, are also assessed using the Target Tracker programme, but twice a year. Analysis of standards informs teaching and learning. Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

The SENCo tracks the attainment and progress of those children on the SEN(D) register. Stages of Language acquisition are completed termly and inform pupil progress discussions.

Data relating to attendance is monitored by the school attendance admin and the headteacher. The Family Support Worker is made aware of issues where input is required. We also work in partnership with health and the school nurse.

School assessment and performance information is compared to national data and LA data to ensure that pupils are making appropriate progress when compared to all schools and schools in similar circumstances. The governing body receives regular updates.

Parents receive an annual questionnaire about the school and this includes some questions about the success of our policies in promoting their involvement in their children's learning.

We aim to further develop our understanding of the major equality issues in our school's functions and services. In order to do this we will:

- Consult all staff, pupils, governors and parents. Pupil, staff and governor views were most recently sought in summer 2016 and spring 2017.
- Continue with a rolling programme of policy review. When policies are reviewed, governors will ensure that due regard is given to the promotion of equality within each policy.
- Prioritise the most important equality related issues and develop action plans to tackle the school's priorities
- Assess the impact of measures introduced and report on progress annually.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Development Plan as appropriate.

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 data shown in the LA Census, ROL / ASP, Early Years Assessments and GLD and the LA Summary document
- iii. and from involving relevant people (including disabled people) from the start, through governing body meetings, the annual parent questionnaire, partnership meetings with the LDG and Children's Centre members, EHCP reviews, informal conversations with families and meetings with professional who support named children.

The evidence is 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,
 - marriage and civil partnership,
 - pregnancy and maternity
 - sexual orientation and
 - age.

10. Equality Objectives 2017-19

(To be kept under regular review – progress towards targets evidenced by documents stated in brackets)

Equality objectives (focused on outcomes rather than processes)
No child will be excluded from workshops and trips during the school day for financial reasons. The school budget / school fund will subsidise where necessary to ensure equality and diversity. (See HT report to Governing Body and PPG Tracking Report which allows for free places at various clubs) £1,000 allocated from 2016-18
To continue to promote good attendance for all children so that there are no differences between groups of children. (Termly reports to Governing Body)
To continue to focus on the provision for children in receipt of pupil premium and with SEND and ensure that we are continually reviewing that provision to diminish any gaps (Progress and use of Teacher and HLTAs reviewed half termly and reported to Governing Body)
To continue to monitor and analyse pupil achievement by race, gender, disability and socio economic factors and act on any trends or patterns in data to ensure inequalities are challenged and addressed. (ROL / ASP, LA Summary, TT data)
To maintain links with the LDG Family Support Worker, LDG therapist services and Children's Centre to support identified families including the hard to reach, offering advice relating to parenting and home skills (feedback from providers)
To ensure staff CPD programme closely meets the need of identified children and the professional development of staff to enable the school to move forward (£20,000 CPD budget in 2016-17, £10,000 in 2017-18 - see HT Report to Governing Body)
To ensure that all training is up to date, for example Prevent duty, safeguarding, and medical needs. This ensures there are no barriers to individual children making progress.
Governing Body Vision Statement to appear on all agenda papers to reflect the continuing commitment of all parties to equality.

11. Accessibility Plan 2017-19

This can relate very closely to the disability elements of the equality objectives in Section 10 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>Liaison with school nurse, SAS, specialist staff and occupational health to support children with SEND need and purchase resources as recommended</p> <p>Staff CPD to support identified SEND needs i.e. Include me in, Down Syndrome, Autism, Hearing Impairment</p> <p>Ensure there are positive images in school books and other materials</p> <p>Ensure resources are up-to-date and fit for purpose i.e. main hall IWB</p>
ii. Physical improvements to increase access to education and associated services	<p>New IWB for main hall to include wall mounted speakers</p> <p>Purchase additional i-pads to support learning, designated music room for music therapist and music teacher retained</p>
iii. Improvements in the provision of information in a range of formats for disabled pupils	<p>Review e-learning provision of web based learning environment including Purple Mash</p> <p>Gym trail organised during lunchtime to allow ease of access.</p> <p>Liaison with school nurse, SAS, specialist teachers and occupational health to support SEND children and purchase resources as recommended</p> <p>To ensure full access to ICT with consideration for text size, layout, audio contrasts to support visually impaired, disabled and hearing impaired individuals – tablets and additional i-pads</p>

12. Community Cohesion Plan 2017-19

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. This plan also links with our British Values Statement, “Preparing Children for life in Modern Britain.”

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	<p>Ensure that a range of visits and visitors enhance teaching, learning and the curriculum (also links to iii below) i.e Duxford, local Farm, Chinese New Year</p> <p>Displays develop greater understanding of the wider world we live in i.e. Where we come from display – workshops and visits/visitors</p>
ii. Equity between groups in school, where appropriate	<p>To continue to make contact with different ethnic/ religious groups within and outside the school community in order to: enrich the curriculum, be representative of all school groups and broaden the pupils’ awareness of cultural diversity in a positive and meaningful way. See HT Report to Governors for details of trips, workshops and visitors and school website for photographs.</p> <p>Diversity week (November 2017) planned and books purchased</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>Ensure that a range of visits and visitors come into school to enhance learning i.e. local Library, Samina re Islam, Helen Fong re Chinese New Year, Travelling by Tuba, Epping Forest Community Church, St John’s Church, Methodist Church and Loughton Synagogue visits.</p> <p>Continue to monitor wrap around care provision in place since September 2012 given a change of management (Asquiths / Bright Horizons)</p> <p>Continue liaison with Children’s Centre staff post March 2017 changes and on-going with LDG partners to signpost families to services, support for vulnerable families</p> <p>Continue liaison with New Beginnings private nursery on site.</p> <p>Purchase resources to support learning i.e. multi-cultural clothes, toys and dolls, bilingual books and posters</p>

Appendix A

Equality Statements to ensure that all our policies take account of and address equality issues.

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.

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 (NC 2014 and EYFS) 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 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

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.

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.

Our caring environment and positive ethos 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 everyone in our school including work experience providers, visitors and club 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 Essex 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.

All staff are aware of the need to deal with and refer on to the Senior Leadership Team issues 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 can be 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, "disadvantaged" 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 can be made 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.

This school encourages participation of under represented groups in areas of employment. e.g: through work experience placements

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 Education Health Care Plans 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 and Essex County Council guidelines.

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 and teaching and learning 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, 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 we offer support for pupils who are in the earlier stages of learning English.