

# EQUALITY SCHEME

## 2015 - 2018

### 1. STATEMENT

This scheme outlines the commitment of the staff and Governors of Holland Moor Primary School to promote equality.

In accordance with our mission statement and school values, we endeavour:

- To respect the equal human rights of all our pupils
- To positively promote equality and diversity
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality
- To respect the equal rights of our staff and other members of the school community.

We will assess our current school practices [Equality Impact Assessment] and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability
- Religious belief
- Age sexual orientation
- Pregnancy and maternity
- Socio-economic background and other protected characteristics

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 Section 10 address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Lancashire Council procedure for recording incidents involving pupils in school.

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

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

Our scheme covers the statutory requirements outlined on p.25 of the EYFS Statutory Framework.

### 3. COMMUNITY COHESION : a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors of the community of Holland Moor Primary School. As an inclusive school we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them

- Ethnicity /culture context of the school [local and national]  
Holland Moor School serves a majority white British community and Has below the national average of pupils with a heritage background other than white British. There are no pupils who are learning English as an additional language.

Religion/belief context of the school [local and national]  
The school community celebrates the main festivals of the major world religions. The pupils are encouraged to share their own faith and learn about other people's faiths. They are taught about other faiths and the pupils visit other local churches, the local mosque and the Indian temple as part of their curriculum work.

Socio-economic context of the school [local and national]  
The deprivation indicators of the school are broadly in line with the national average, however, the free school meal eligibility is above the national average. The school currently has 80% of the pupils in the 30% SOA.

Current issues affecting cohesion at school [local and national level].  
Racist incidents have been historically rare at school and pupils generally mix well between the different groups within the school community. We have not identified any issues that affect cohesion at school, local and national level.

### 4. RESPONSIBILITIES

One named governor 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
- 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 carers know about them
- Producing regular information for staff and governors about the plans and how they are working; through the headteacher's report at full governing body meetings, for example.
- Making sure all staff know their responsibilities and receive information and support in carrying these out; for example in the staff handbook and access to policies on the shared server.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents; for example in the staff handbook and access to policies on the shared server.
- Anticipating and enabling reasonable adjustment 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
- Accessing training and learning opportunities, all training is recorded.

The headteacher is responsible overall for:

- Investigating reports of prejudice-related incidents.

**Visitors and contractors** are responsible for:

- Following relevant school policy.

## **5. STAFF DEVELOPMENT**

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

As part of our school self evaluation issues that relate to promoting equality are evaluated. The staff development programme is based on this evaluation.

## **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 as a paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority by e mail.

The scheme will be kept under regular review for three years a part of the ongoing policy review plan.

## **7. HOW WE REPORT ON PROGRESS AND IMPACT**

A report on progress with the actions listed below will be published by the governors via our school website at the end of each school year.

A copy of each annual report is sent for monitoring purposes to the local authority.

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

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

Evidence of this process and progress is reported to the governing body.

- Racist incidents are also reported to the Local Authority.
- Children with special needs are monitored and their progress is reported to their parents and the governing body are given an overview of provision and progress.
- We track pupil progress by age, gender, ethnicity, socio-economic background and English as an additional language.
- Incidents of homophobia are recorded and monitored.
- Incidents regarding adult behaviour are reported to the Local Authority in line with the relevant procedures e.g. racist incidents, aggressive behaviour and staff conduct.

## 9. HOW WE CHOSE OUR EQUALITY OBJECTIVES

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

A] from the equality impact assessments listed in Section 8.

B] from the following data

- Pupil tracking
- Pupil assessments
- Reports of incidents
- Multi agency reports
- Inclusion in school activities [e.g. clubs, visits]
- Behaviour books
- Rewards
- Raise On Line
- Fisher Family Trust
- Child protection, children in need and LAC information

C] and from involving relevant people [including disabled people] from the start in the following way:

- Parents through a questionnaire, consultations/meetings, review meetings
- Pupils through a questionnaire, circle time, SEALs, the School Council
- Outside agencies, with a professional interest in individual or groups of pupils such as school nurse, social care, speech and language therapists, Occupational health, medical professions.
- Staff, governing body and Local Education Authority.

The evidence was then analysed in order to choose objectives that will:

A] promote equality of opportunity for members of identified groups

B] eliminate unlawful discrimination, harassment and victimisation, and

C] 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. THREE-YEAR EQUALITY OBJECTIVES 2015-18

[To be kept under regular review]

Equality objectives [focused on outcomes rather than processes]
Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc.
Educate all about discrimination and prejudice and promote a harmonious environment [social cohesion].
Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress.
Ensure that the appointment of staff is in line with equal opportunities legislation.
Ensure that the governing body of the school reflects that of the wider community.
Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.

## EQUALITY OBJECTIVES 2015-2018

### 11. THREE-YEAR ACCESS PLAN 2015-18

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]
1. improvements in access to the curriculum	Visual, kinaesthetic and auditory teaching styles will be promoted. Staff will attend relevant training. Implementation will be monitored. Specialised equipment and resources will be provided to support individual and groups of pupils' learning, as appropriate. School will match provision to need.
2. physical improvements to increase access to education and associated services	Each year the governing body will consider access needs and make suitable improvements to the building when practicable and where funds are available.
3. improvements in the provision of information in a range of formats for disabled pupils	Phone calls to be used more when we know parents cannot read English. Interpreters will be provided for communicating information when communicating in another language, or are deaf. Increased use of text messaging. Information to be more current on the website. Selected documentation will be provided in other languages/.

## 12. THREE-YEAR 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, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of ‘community’ areas are as follows:-

- The school community
- Local communities
- Communities across the U.K
- The global dimension.

	<b>Actions [focused on outcomes rather than processes]</b>
1. teaching, learning and the curriculum	<p><b>The school community:</b> Pupils will be taught SEAL Issues will be dealt with through circle time School Council</p> <p><b>Local Communities:</b> Trips to places of worship Inviting local artist and sports people Local tournaments Football club links Links with other local schools Using local points of interest, libraries, museums, sports hall Year 6 annual party Curriculum work – on migration and immigration, local community Involvement of police and fire services</p> <p><b>Communities across the UK:</b> Links with a school with higher social economic background Museums and art galleries Residential trip Trips</p> <p><b>The global dimension:</b> The school will continue to support the Nepal School Children’s Resolve Int. Pupils will continue to support the education of a child in Nepal. Pupils will continue to raise money for global disasters.</p>
2. equity between groups in school, where appropriate	<p>SEALS Circle time PSHCE School Council Monitoring participation and provision Support for pupils with additional needs.</p>
3. engagement with people from different backgrounds, including extended services	<p>Each year invite visitors [artists, storytellers, dancers, author] from a variety of different cultural background.</p>

The following outcomes will be monitored and reported as an indicator of how successful our action plan is:

Outcome
Reduction in racist incidents
Reduction in unacceptable behaviour
Increase in pupil attainment for all ethnic groups
Closing the gap in gender
Closing the gap in SEN
Closing the gap in FSM

The Equality Scheme shall be reviewed in January 2018.