

Broadbottom CE Primary School

Equality Scheme 2018-2021

1. Statement

This scheme outlines the commitment of the staff and Governors of Broadbottom CE Primary School to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

Broadbottom is an inclusive school. We strive to ensure that every child irrespective of race, disability, gender, religion and belief and sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential.

- a) In accordance with our school aims and school values we pledge:
 - To ensure that every pupil feels valued for who they are, so they can grow into confident successful adults
 - to ensure that all our families feel valued and their diversity recognised and celebrated
 - to respect the equal human rights of all our pupils
 - to respect the equal rights of our staff and other members of the school community
 - to ensure that our wider community benefits from the work of the school, building on the values of community cohesion
 - to positively promote equality and diversity
 - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - to ensure there are no barriers to opportunity, achievement, success or enjoyment for pupils or adults
 - to educate pupils about equality

- b) 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
 - Socio-economic background and other protected characteristics

- 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.

2. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion: a shared contextual statement

The statement above outlines both the current issues relating to ethnicity, religion/belief and socio-economic factors. It, and the following data, 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 11 below to promote community cohesion.

School Profile 2017

	Total	Male	Female	Minority ethnic	Disability
Pupils	113	53%	46%	4%	
Teaching staff	4	1	3	0	0
Support staff	6	0	6	0	0
Governors	7	2	5	0	0

- Ethnicity/culture context of the school (local and national)

The school recognises and celebrates the diversity within society. The percentage of minority ethnic groups in school is small at 4 % and from mixed backgrounds where one parent is British.

- Religion/belief context of the school

Broadbottom CE Primary school. Currently around 59% of the pupils in school are Christians, 30% have no religion and 12% nothing recorded.

- Socio-economic context of the school

The majority of children live in homes that are privately owned, with a small percentage of pupils in rented accommodation.

The percentage of children known to be eligible for FSM is around 14%.

4. **Responsibilities**

One named governor, () takes the lead, and is responsible for:

- attending training and LA briefings
- sharing information with other governors

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 carers know about them;
- ensuring that the plans are monitored through school improvement and self evaluation processes
- 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.
- anticipating and 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.

Children will contribute to the development of the Equality Scheme and be made aware of how it applies to them. They will be encouraged to treat each other with respect and to report discriminatory incidents

Parents/Carers will be consulted on the development and evaluation of the Equality Scheme

Visitors and contractors are responsible for:

- following relevant school policy

5. Staffing and Staff development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff in all key stages.

The school prides itself on its inclusive nature. Training and development in relation to equality and cohesion, in terms of awareness raising of professional responsibilities as well as statutory requirements, forms an important part of the School Development Plan for staff and Governors.

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 paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority

The scheme will be kept under regular review for three years and then replaced in September 2018.

7. How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website and newsletter etc during 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

We regularly review key policies, functions and procedures relevant to meeting the duties related to the above

The school's self evaluation process ensures the monitoring of 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.

And other protected characteristics

We regularly review key policies, functions and procedures relevant to meeting the duties related to the above.

The school's self evaluation process takes into account the views of its stakeholders through a range of mechanisms and procedures.

Thoughtful analysis of data at different levels enables the school to respond to the needs of its stakeholders and then impact is measured.

FFT Aspire and the school tracking system is used to track the progress and attainment of children to obtain information on whether our equality policy and practice is effective. We monitor the progress of children of minority groups, comparing it to the progress made by other groups in school.

We monitor results from screening for specific learning needs
 We monitor attendance at school and at extra curricular activities.
 We monitor the school behaviour and exclusions policy, behaviour and bullying logs, racist and sexist incident logs.to ensure that children from minority groups are not unfairly treated.
 We take into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff and children.
 We monitor the staff appointment process, so that no-one applying for a place or a post at this school is discriminated against.

Any Equality objectives identified by this process are included in the School Development Plan as appropriate. Our objectives will:

promote equality of opportunity for members of identified groups
eliminate unlawful discrimination, harassment and victimisation, and
foster good relations between different groups

9. Three-year equality objectives 2018-2021
 (To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)	
To review all policies and procedures relating to the Equality Scheme annually and complete a report for Governors and parents	
To maintain vigilance in school tracking systems to ensure that minority groups maintain expected progress	
To monitor the achievement and attainment of Disadvantaged Pupils to ensure provision matches need and all children make expected rate of progress in literacy and numeracy.	
To ensure that diversity in society is included regularly taught throughout the curriculum	

10. Three-year accessibility plan 2018 - 2021

Actions (focused on outcomes rather than processes)	
i. improvements in access to the curriculum	<p>Ensure that all classrooms are optimally organised to promote participation of the whole range of children. Maintain liaison with outside agencies to ensure needs of individuals are met ie. children with physical impairment, children with medical needs</p> <p>Continue to monitor teacher planning to ensure appropriate differentiation to meet individual needs, and equality of access to life preparation learning.</p> <p>SLT to hold tracking meetings with teachers each term to ensure academic progress is being maintained. Needs of children identified and small group interventions and individual support put in place.</p> <p>Information shared with HT. SLT and Subject leaders to analyse Raise online annually to monitor overall progress towards targets.</p> <p>Continue to monitor and ensure access to all aspects of the curriculum eg school visits and holidays, extra-curricular activities</p>

ii. physical improvements to increase access to education and associated services	Complete risk assessments annually and as need arises and liaise with outside agencies to ensure needs of individual children are met ie. Children with physical impairment, children with medical needs Consult with new intake parents/ new staff on access needs in July each year. There are some restrictions to access the building due to a large number of steps. Update Asset Management Plan annually and improve access alongside other school improvements as funding becomes available and as needed.
iii. improvements in the provision of information in a range of formats for disabled pupils/ parents	Consult with new intake parents/ new staff on access needs in July each year. Access LA services available to meet individual needs re alternative formats and use of IT software to produce customised materials

11. Three-year community cohesion plan 2018 - 2021

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

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	Design curriculum opportunities for multi-cultural experiential learning Continued use of SEALs materials, Spiral Curriculum and PSHCE in lesson time to promote good relationships between all groups of pupils Share resources and planning special visits to places of worship of other faiths Children to continue to choose local, national and global charities to support each term. Linked to assemblies and work in the classrooms Further develop awareness of current affairs locally, nationally, globally through the curriculum, assemblies, arranging visits and visitors, purchase of appropriate reading materials, safe internet access
ii. equity between groups in school, where appropriate	Explore opportunities to ensure that the Governing Body remains representative of the local community Ensure that children eligible for FSM/Forever 6 are offered extra-curricular activities free of charge. Monitor uptake
iii. engagement with people from different backgrounds, including extended services	Establish links with other schools and community groups to promote community cohesion Create and develop links with representatives from different faith backgrounds who can inspire and enthuse