

Fordham All Saints C of E (VC) Primary School

Equality Scheme

2021-2024

This is a working document which will be monitored and reviewed annually and revised on a three year cycle.

Adapted from Wigan's Equality Scheme template.



1. Policy statement

- a) 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,
 - 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.

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.

Note to primary schools and public sector nurseries: Please ensure that your 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 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)
Fordham All Saints C of E (VC) Primary School comprises predominantly white British children with a very small percentage of children from different ethnic backgrounds.
- Religion/belief context of the school (local and national)
The majority of pupils at Fordham All Saints C of E (VC) Primary School have a Christian faith.
- Socio-economic context of the school (local and national)
Fordham is a small rural village on the edge of Colchester. It has a range of housing types and socio-economic groups our IDACI score is 1.0
- Current issues affecting cohesion at school, local and national level
The school is part of a close knit supportive community with little or no discrimination.

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; and
- making sure the school Equality Scheme and its procedures are followed.
- monitoring progress towards the equality objectives and reporting annually.

The Executive 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 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 Executive 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

All staff are encouraged to undertake training to help enhance their skills and fulfil their role in line with the School Development Plan. Training may be offered in many forms, such as out of school training courses, training with and in other schools, training across our school.

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 on the school website and by making it available on request.

The scheme will be kept under regular review for three years and then replaced in Summer Term 2024.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2022, 2023 and 2024. 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 gather progress and attainment data on a half termly basis to monitor the impact of our teaching and learning on particular groups of pupils.
- We monitor attendance data on a half termly basis to identify where attendance may be a barrier to learning.
- We keep a log of behaviour incidents so that poor behaviour can be effectively addressed.
- We record incidents of racist incidents in line with Essex County Council policy

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. and from involving relevant people (including disabled people) from the start by discussing their needs with them

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 2019-22

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.
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.
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.
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.
The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines.
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: <ul style="list-style-type: none">▪ 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

11. Access Plan 2021-2024

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	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.
ii. Physical improvements to increase access to education and associated services	Alternative routes around the school will be signposted to those with mobility difficulties, to avoid steps wherever possible.
iii. Improvements in the provision of information in a range of formats for disabled pupils	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.

12. Community Cohesion Plan 2021-2024

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>We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:</p> <ul style="list-style-type: none"> ▪ 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
ii. Equity between groups in school, where appropriate	<p>Staff challenge stereotypes and foster pupils’ critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>Informal events are designed to include the whole community and at times may target minority or marginalised groups.</p>