Equality Scheme

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

Policy statement
Refer to: Equality Policy & Community Cohesion Policy

In accordance with the mission and values of our school *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.

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.

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.

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 addresses our duty under the Education and Inspections Act 2006.

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.

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. 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. The Equality Award will be instrumental in this.

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 use Raise on Line & LA performance handbook to identify attainment of groups in terms of: gender; age; ethnicity.
Vulnerable groups agreed by staff & identified on school tracking system.
Incident / reports of bullying scrutinised to establish patterns of behaviour/pupils.

…. will identify our quality objectives. These will be included in the three-year plan below, or in the School Improvement Plan as appropriate.

How we chose our equality objectives

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

- from the equality impact assessments listed in Section 8 above,

- from school data

- and from involving relevant people (including disabled people) from the start in the following way:

Identification of any vulnerable groups/pupils
Parent questionnaire that looks at all aspects of school life
A need to establish responses from a wider group

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

- o promote equality of opportunity for members of identified groups

- o eliminate unlawful discrimination, harassment and victimisation, and

- o foster good relations between different groups in terms of

    - o ethnicity,
    - o religion or belief,
    - o socio-economic background,
    - o gender and gender identity,
    - o disability,
    - o sexual orientation and
    - o age.

| **Equality Objectives** |
(focused on outcomes rather than processes & to be kept under regular review
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 needs and social background. Any disparities identified through termly progress meetings will be address through targeted curriculum planning, teaching and support.
After School Clubs offer a wider choice of activities to K.S.1 & 2
Our improvement plan for outstanding teaching, learning & assessment ensures an observed focus on a variety of teaching styles and strategies including collaborative learning. All pupils will be encourage to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.
Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
This school encourages participation of underrepresented 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.

Access Plan

This can relate very closely to the disability elements of the equality objectives 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	Voice activated software improves access to writing for pupils with specific language difficulties. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
ii. Physical improvements to increase access to education and associated services	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 statements of special educational needs will always be admitted unless, through the statutory assessments process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of their children.
iii. Improvements in the provision of information in a range of formats for disabled pupils	Staff training in signs & symbols – use of pictorial signs & visual timetable can be used to scaffold children's learning throughout school.

Community Cohesion Plan

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	Re-establish links with Shu Guang primary school Jinhua/ make links with school in city.
	
	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.

ii. Equity between groups in school, where appropriate	Implement SUMO for schools as a cohesive, structured approach to emotional literacy. Initially with pupils – parents. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
iii. Engagement with people from different backgrounds, inc. extended services	Active engagement with local elderly population – issue invitations to special "events", carol singing, school lunch club.