



Equality Scheme

This is a working document which will be monitored and reviewed regularly

I. Policy statement

- a) In accordance with the values of Epping Upland C.of E. Primary 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.

- b) We will assess our current school practices and implement all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender, gender identity and gender fluidity
 - 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.

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)
Epping Upland C.of E. Primary School is predominantly a White British School. Minority ethnic groups make up 16.7%, which is below the national average. The number of students who have English as a second language is 1.4%. We always have children from the Travelling community and currently, they make up 4% of our school role. Teaching, the curriculum (which include visits from a range of Ethnic and multicultural companies), resources and displays in our school reflect the experiences and backgrounds of pupils, promote diversity and challenge and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Ethnicity

White British	81.7%
White Other	2%
White Irish	1%
Gypsy/Roma	4%
Indian	1%
Other Asian	2%
Any other Black Background	2%
Other Chinese	1%
White and Asian	2%
White and Any Other Ethnic Group	5%
Turkish/Turkish Cypriot	1%

- Religion/belief context of the school (local and national)
The school is a Voluntary Controlled Church of England School. Religious Education is taught to all children, although parents do have the right to withdraw their children. The school follows the county scheme which gives children a broad and balanced coverage of a range of religions. Collective worship occurs daily, either in the form of an assembly or as a class based activity and follows mainly a Christian theme, most usually based upon Core Christian values. Religious days, festivals and special days are incorporated into the schedule and we have regular visits from local churches and attend our church, All Saints, Epping Upland at least once termly.

Religion

Blank	19%
Undisclosed	11%
Christian	48%
Jewish	2%
Muslim	1%
No religion	20%
Other	2%

- Socio-economic context of the school (local and national):
Whilst there is no data to confirm; Epping Upland has a mixed socio economic climate, with a diverse demographic.

The school works closely with other local primary schools and with a range of stakeholders within the community.

- Current issues affecting cohesion at school, local and national level:
There are currently no issues affecting the school apart from making our pupils more aware of other cultures as we are so mono cultural.

4. Responsibilities

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

All staff are expected to maintain high standards of professional conduct to ensure every pupil has access to the same quality provision. All staff are expected to demonstrate through their practice their commitment to equality for all. Visitors are expected to follow school policy. It is expected that stakeholders work within the school remit and share in our commitment to achieve equality for everyone in our outcomes.

Staff are aware of their statutory responsibilities towards cohesion and equality.

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 annually and the objectives reviewed as such and replaced as appropriate.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via the website and **Governors Annual Report** at the end of each school year.

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity and race
- religion or belief,
- socio-economic background,
- gender, gender identity and gender fluidity
- disability,
- sexual orientation,
- age
- pregnancy/maternity/paternity

School practices are assessed regularly in relation to the school's commitment to equality for all. Data is kept on identified groups to ensure attainment and progress is consistent. The school will keep evidence of any reported incidents that could impact on any one of these groups. Incidents are reported to governors and to the local authority 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, ensuring we foster good relationships with all groups.
- ii. from the following data
 - Pupil Performance meetings
 - Termly assessment data of vulnerable groups.
 - SATs
- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - Pupil perception surveys
 - Parent perception surveys
 - Questionnaires

- Staff meetings
- Parent/Teacher meetings

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

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender, gender identity and gender fluidity
 - disability,
 - sexual orientation
 - age
 - pregnancy/maternity/paternity

10. Equality Objectives 2016-17

(To be kept under regular review)

Equality Objectives		
Objective	Protected group who will be most affected/influenced	Outcomes
All groups of pupils to make at least expected progress and reach at least expected levels of attainment	PP SEN FSM	There are no 'gaps' in learning for identified pupils. All pupils have the opportunity to achieve their age related expectation.
Any reports of incidents linked to any inequality will be dealt with efficiently and effectively following appropriate protocol and procedure	Any adult or child who believes they have not been treated appropriately and with due respect.	Children and adults believe that any grievances they have will be dealt with effectively and efficiently and in a manner that ensures they are comfortable with the outcome.
Ensure pupils have the opportunity and life experiences to learn about the wide diversity of faith and culture that exist in our society in order that they develop tolerance, understanding and respect for others regardless of creed, race, culture or faith.	All stakeholders	The school community is without prejudice and is tolerant, understanding and shows empathy to everyone.
To try to secure an ethos and culture where inequality	All stakeholders	The school community is a place where equality is

is understood as something that is not ok within our society.		recognised as and believed to be a right.
To ensure that the school works towards gender fluidity wherever feasible and practicably possible – avoiding gender specific when it is not necessary	All Stakeholders	The school community is a place where genuine equality is recognised as and believed to be a right.

11. Access Plan 2015-16

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	<ul style="list-style-type: none"> • Inclusive classroom climate walks to ensure a broad and balanced coverage and access. • Introduction and implementation of a skills based curriculum. Monitoring its impact on vulnerable groups. • Training for teachers ensuring their knowledge and understanding of working with vulnerable groups. • Pupil progress meetings. • Half termly progress reports on vulnerable groups. • Intervention strategies to target vulnerable groups not making progress. • Monitoring and evaluation of One Plan Targets. • Improved transition between key stages and year groups if appropriate. • More visits from ethnic and multicultural groups.
ii. Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • Investigation of auditory and visual aids as and when required. • Sensory seeking opportunities for ASD pupils and other pupils who have sensory needs • Pupils individual needs are not inhibited by the physicalness of the schools site and ensure that the school site does not cause any barriers for individual pupils
iii. Improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> • Investigation of auditory and visual aids when and if required • Use of large print, additional time, scribe and translation during statutory assessments • Investigation of ways to make the school website accessible for people with disabilities and English as an additional language. • Use of Key Worker support where required to enable specific pupils to access to all areas of the school.

12. Community Cohesion Plan 2016- 17

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	<ul style="list-style-type: none"> • Children aware of diversity within the community of religion, race, gender fluidity, language and facilities. • Children’s awareness of British Values • Children to develop understanding of economic well-being. • Children to experience different backgrounds, cultures and faiths to develop knowledge and understanding of other people that may differ from their own experiences.
ii. Equity between groups in school, where appropriate	<ul style="list-style-type: none"> • Monitor and evaluate and reflect on all aspects of the school community to ensure appropriate messages are received by pupils. • Use of pupil performance data to track vulnerable groups including those entitled to pupil premium. • Making the Difference funding to support vulnerable group’s accessibility to clubs and other activities.
iii. Engagement with people from different backgrounds, inc. extended services	<ul style="list-style-type: none"> • Children aware of diverse occupations within local community and wider national perspective. • Facilities to be widely used by a range of providers within the community: <ul style="list-style-type: none"> • Football coaches • Family Learning • Parent groups • Extended schools provision

Appendix A

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, intervention strategies, 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 marginalised.

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 of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- all pupils
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and 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
- lesbian, gay, bisexual, transgender or questioning young people
- pupils who are gender dysmorphic

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.

We endeavour, wherever possible we try to be as gender fluid as is age appropriate and are mindful of times where we know we are being gender specific.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

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 all pupils from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support 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 work experience 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, gender 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 trained to deal effectively 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, gender orientated or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is 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 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 is 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 SEN 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 statements of special educational needs 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.

Staff handbooks and regular professional development activities are available for all staff members to support their practice 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 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
- Multicultural workshops to enrich the curriculum