

# **Equality Scheme for Burnham-on-Crouch Primary School (inc Accessibility Plan)**

## **2022-2024**

**Staff Consulted: Autumn 2022**

**Ratified by the Governing Body: Autumn 2022**

**Review Date: September 2024**

## Introduction

- This document is a statement of the aims, principles and strategies for ensuring Equality of Opportunity at Burnham-on-Crouch Primary School.
- This Equality Scheme and Objectives will be reviewed annually.

Alex Russ  
Headteacher

Emma Rigler  
Chair of Governors

## 1. Aims

Our aims in ensuring Equality are to:

- Promote equality of opportunity for everyone, through all aspects of school life, both within and beyond the curriculum, including pupils, staff, parents/carers, governors, visitors and members of the community.
- Respect the equal human rights of all our pupils; educate them about equality; and respect the equal rights of our staff and other members of the school community
- Provide an outstanding education for all pupils
- Ensure that all children and adults are able to participate fully, through reasonable adjustments, in the life of the school, to the best of their ability
- Promote community cohesion, through our school motto – “Connected to our World”, developing respect for and good relationships with, all members of the school community, both within school, the locality and at a national and global level
- Promote positive attitudes towards a diverse society, whilst encouraging children to develop a sense of their own identity and culture
- Teach character to promote collaborative and cooperative learners who show kindness and empathy towards each other in order to tackle stereotyping and inequality
- Eliminate unlawful discrimination or victimisation through policy and school practice
- Educate against bullying, harassment, prejudice and unconscious bias

## 2. Statutory Requirements

The equality objectives in Section 8 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council guidance for recording prejudice related incidents involving pupils in schools.

The accessibility plan in Section 9 is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The accessibility plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

*The scheme also covers the statutory requirements outlined in the Statutory Framework for the Early Years Foundation Stage, 2021.*

### 3. Principles

- We pride ourselves on being a fully inclusive school, able to meet the needs of staff and children through a range of integrated community services and positive action.
- We believe that everyone is of equal value; everyone is unique.
- We recognise and respect diversity. Treating people equally does not necessarily mean treating them the same. Policies, procedure and practices do not discriminate, they differentiate to meet individual needs.
- We believe as a school we have a duty to enable all pupils to have equal choices and equal chances in life. Our curriculum addresses social disadvantage by equipping pupils with the knowledge, skills and cultural capital they need to succeed in life.

#### Our Mission Statement

Our vision is to ensure all children receive the very best education and experiences. We are a successful learning community where everyone is valued, enjoys coming to school and is given the chance to succeed and flourish both academically and as an individual. We are both an aspirational and inclusive school, believing that every child is different; we respect and value individuality and diversity. Our vision is to help children find their talents, discover their best self and learn how to lead a life of integrity, respect and happiness so they can be proud of who they are.

As a school, we stand in solidarity with all communities in their fight against racism and injustice. Burnham-on-Crouch Primary School has a responsibility to educate our children regardless of race, language, culture, disability and background. When faced with intolerance and historically entrenched racism, our community will strive to represent the alternative. As we witness the social division and deep pain caused by abuse of power and racism, we are committed to being part of that change.

We show a genuine wider commitment to social justice and change for good through our charity work and the school council.

- **The eight protected characteristics/groups:**
  - Race/ethnicity (including Gypsies and Travellers)
  - Religion or belief
  - Socio-economic background
  - Gender and gender identity
  - Disability
  - Sexual orientation and gender reassignment
  - Age (as an employer)
  - Pregnancy and maternity

## 4. Strategies and Equality Statements

### **Ethos and Environment**

- Staff work together to create an environment that feels safe, welcoming and accessible to all staff, pupils, parents/carers, governors and visitors, based on a culture of mutual respect and celebration of diversity.
- We operate an 'open door' policy, whereby parents/carers are encouraged to discuss any issues with school staff and staff make regular contact with parents/carers.
- Classroom/school layout, equipment and adaptations reflect the needs of children and adults, to enable them to participate in all aspects of school life.
- Discrimination is challenged and investigated.

### **Admissions, Attendance and Exclusions**

- Our Admission Policies are fair and transparent, and do not discriminate against any protected groups.
- Additional support is offered to parents to access information, as appropriate. The school employs its own Child and Family Support Worker to support families, at the direction of the school, if they need a little assistance.
- The school expects excellent attendance from all pupils, due to the positive impact that this has on attainment and progress. Attendance is monitored on an individual, group, class, year group and school basis. Absences are authorised for exceptional circumstances.

### **Teaching, Learning and the Curriculum**

All staff ensure that the school environment and all learning experiences are inclusive, in which all children are able to participate and where they feel that their contributions are valued. Positive steps are taken to include all pupils:

- Individual needs are discussed and recorded on entry to school. All staff work hard to ensure that specific needs are met. Appropriate differentiation and support are provided from within school and/or with input from other specialist agencies.
- Pupil groupings are varied, during the week, to reflect the individual needs of children, including academic and personal/social developments and needs. Differentiation ensures everyone is included in the main class lesson.
- Teaching styles reflect different learning styles and children's individual needs are met within and across lessons.
- Collaborative working is planned and encouraged, across all groups of pupils.
- Pupils' personal qualities are developed in all lessons, as we strive to develop character. Pupils are taught to become increasingly sensitive towards and tolerant of others.
- Independence is encouraged and supported, enabling them to take responsibility for their own learning and behaviour.

- Staff use teaching materials that reflect the diversity of the school, population and local community, and avoid reinforcement of bias or stereotyping. Resources have been carefully audited to ensure positive and authentic representation of a diverse UK.
- The curriculum (including extra-curricular activities) is planned and developed to ensure that it is appropriate, interesting, stimulating and challenging to all pupils.
- The curriculum is planned to promote positive attitudes to diversity and to directly teach attitudes and values that challenge discriminatory behaviour or prejudice.
- The curriculum provides opportunities for pupils to appreciate their own culture, to celebrate what it is to be British (the rule of law, democracy and individual liberty) and celebrate the diversity of other cultures.
- Opportunities are identified to enrich curricular experiences by learning about cultures, languages, religions, beliefs and experiences of pupils and pupil groups within the school. This includes visits out of school and inviting visitors into school.
- Staff work in partnership with all parents to involve them in supporting their child's education.
- School council provides a forum for children to express their views and discuss issues important to themselves and their classes.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - 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 receiving free school meals
  - pupils who are in public care
  - pupils who are at risk of disaffection and exclusion
  - lesbian, gay or questioning young people

### **Attainment and Progress**

- The school has high expectations of all pupils and strives to attain the highest possible standards.
- Pupil attainment and progress data is monitored in detail on an individual and school level, as well as by identified pupil groups to identify barriers. Intervention strategies are implemented as necessary.
- Staff use a range of methods and strategies to assess pupil progress and these are reviewed to ensure that they are accessible to all pupils.
- Attainment and progress data is used to set future priorities for learning for individuals, groups, classes, year groups and the school. These objectives are then formalised in the School Development Plan.

### Extra-Curricular Activities

- A range of extra-curricular clubs and activities are available and are an important part of children's development, providing opportunities to try new activities and develop skills in particular areas of interest.
- The majority of clubs/activities are available to all pupils, with additional support being provided as necessary to meet individual needs.
- Some clubs/activities are specifically targeted at particular needs, such as the academically able, sports activities, or 'booster groups' for children needing specific academic support.

### Staff Recruitment and Training

- The schools adhere to recruitment and employment procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines.
- We recruit, train and promote staff on the basis of their ability and potential.
- Recruitment processes and staffing structure decisions are monitored to ensure decisions are free from discrimination.
- All staff, volunteers, parents, governors and visitors are informed of the contents of this policy.
- Everyone associated with the school is expected to support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.
- 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.
- The skills of all staff, including non-teaching and part-time staff are recognised and valued.
- All staff are offered Performance Management Reviews.
- Staff, volunteers and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.
- Staff and governor training is ongoing, enabling the school to achieve the Gold Diversity Award.

### 5. Tackling Discrimination

- Clear procedures are in place so that all forms of bullying, harassment and discrimination, including racism, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- All staff are expected to deal with any discriminatory incidents that may occur and report these to the Headteacher. This is vital to the well-being of the whole school.
- Everyone using the school site is expected to report acts of bullying, harassment and discrimination.
- **Racist incidents** are dealt with according to the Guidance from Essex Local Authority and reported to the Governing Body termly. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: '**any incident which is perceived to be racist by the victim or any other person**'.

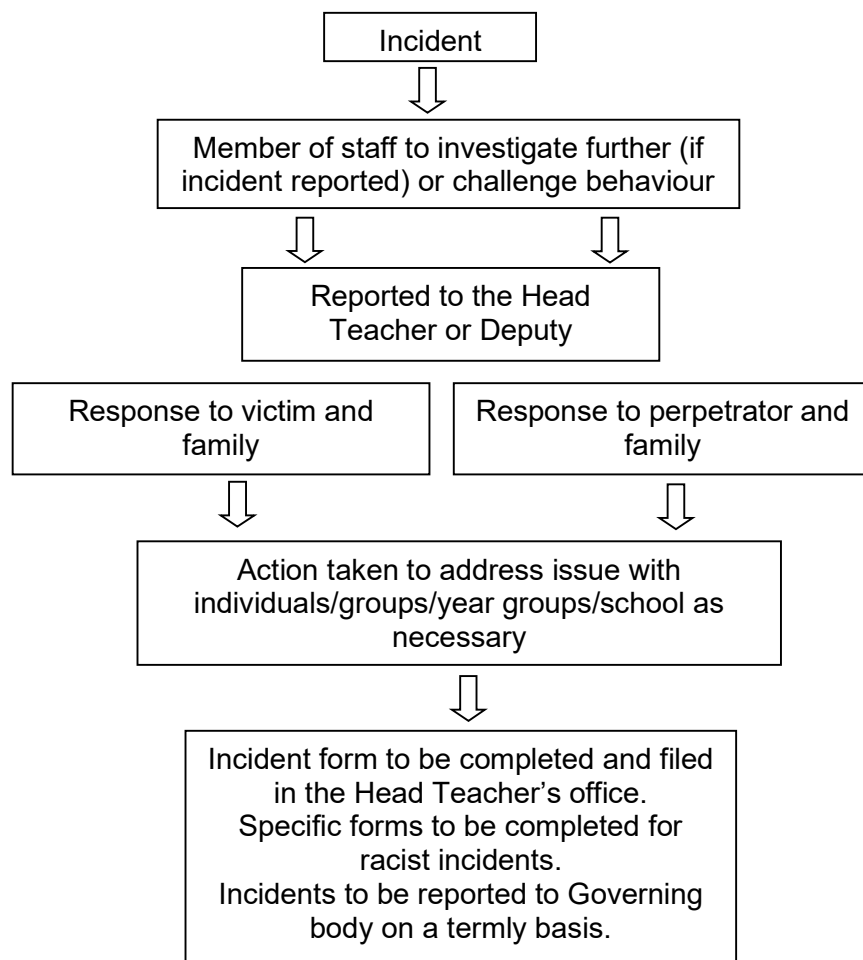
**Types of discriminatory incidents that can occur:**

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

**Responding to and reporting incidents**

It is made clear to pupils, staff, governors and visitors how they report incidents.





## 6. Responsibilities

The named Governor for the School is: Emma Rigler

### **Governors as a whole are responsible for:**

- Writing, publishing and implementing the school's equality objectives showing due regard for advancing equality of opportunity
- Making sure the school complies with the relevant equality legislation
- Monitoring the implementation and impact of the Equality Scheme
- Monitoring progress towards the equality objectives and reporting on these annually

### **The Head Teacher is responsible for:**

- Implementing this Equality Scheme
- Implementing action to address the schools' equality objectives and reporting on the progress of these to Governors
- Training staff to ensure that they know their responsibilities and receive training and support in carrying these out
- Providing information for visitors about this Equality Scheme
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enabling reasonable adjustments to be made, particularly in relation to disability, in regard to pupils, staff, parents, governors and visitors to the school, to ensure individual needs can be met
- Regularly analysing progress and attainment data of pupils to identify gaps between groups and identify barriers
- Dealing with reports of prejudice related incidents

### **All staff are responsible for:**

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

**Visitors, volunteers and contractors** are responsible for following this school policy.

## **7. Publication and review**

- This document is available on the school website.
- The scheme and its objectives will be reviewed annually.
- A report on progress and impact will be published annually by the Governing Bodies.
- Evaluation of information will be carried out from:
  - Feedback from parents' evening, parent forum meetings, governors' parent-consultation evening;
  - Input from staff surveys or through staff meetings;
  - Feedback from the school council, PSHE lessons, pupil surveys;
  - Issues raised in annual reviews of Education, Health and Care Plans;
  - Feedback at Governing body meetings;
  - Pupil data analysis, including Target Tracker.

## **8. Equality Objectives and Progress**

### **Objectives**

- To recognise and develop through the curriculum, every language, race, culture, religion, country etc which are represented by our families, at least once in the time that they are in the schools.
- To improve information gathering and understanding about family race, language, religious and cultural needs of families joining the schools to ensure that individual needs are met
- To develop a greater understanding of and to promote any religions we may have represented within the school and to learn about others
- To continue to ensure that children are not excluded from school events, clubs and trips due to financial circumstances
- To maintain the attainment of pupils in reading, writing and maths, so that the school continues to not have a significant gender gap, as is common nationally.
- To provide a welcoming environment for families and visitors who have English as an Additional Language
- To prevent pupils saying hurtful things about other groups of people or individuals

### **Progress towards Current Objectives**

In order to meet our Equality Objectives, the following activities took place over the course of the last academic year and will be continued

To recognise and develop through the curriculum, every language, race, culture, religion, country etc. which are represented by our families, at least once in the time that they are in the schools.

- All children engaged with the PHSE curriculum in relation to improving equality.
- Staff recognise and tackle bias and stereotyping. From Reception gender stereotyping is challenged. Reception staff provide resourcing to promote equality of access throughout the curriculum.
- In order to continue to develop an understanding and tolerance of difference, staff use good quality texts which address protected characteristics at an age-appropriate level as core texts.
- PSHE activities promote understanding and tolerance of difference and disability. This may be in whole school assemblies and circle time.
- Ensuring that all pupils have the opportunity to access extra-curriculum provision.
- Parents joined a Parent Forum led by the SLT about how we can more effectively celebrate diversity within our school community.
- Evidenced by parental feedback and parent nominations for national awards.
- Further audit completed to ensure positive and authentic representation of a diverse UK.
- The school is now part of the Multi-Schools Council and we aim to establish links with Brent and Hackney.
- Uniform Policy re-written.
- Equality Statement re-written on website.
- Termly meetings with the Strategic SEND team. HT spoke at the Annual HT SEND conference on inclusion and this led to the school being invited to join the Multi-Schools Council and provide training through the local Teaching Hub.

<p>To improve information gathering and understanding about family race, language, religious and cultural needs of families joining the schools to ensure that individual needs are met</p>	<ul style="list-style-type: none"> <li>• Meetings with the SENDCo, FSW, Class Teachers and pre-schools happen during the Summer Term and provisions are put into place for September to ensure a smooth transition. The families are involved in these meetings as well (or are contacted separately) to ensure their views are sought.</li> <li>• Support from the school's MHST is particularly effective in supporting parents. Families seeking refuge from Afghanistan are well supported in school and within the school community.</li> <li>• Contact made with Liverpool writer, Natalie Denny. 'Her Hair A Crown' is a children's book created in partnership with Cedar Mount Girls Group. The book was created with the aim to support black girls to love and celebrate their hair.</li> </ul>
<p>To provide a welcoming environment for families and visitors who have English as an Additional Language</p>	<ul style="list-style-type: none"> <li>• Evidenced by new families joining with little or no English.</li> <li>• Opportunities in teaching to highlight how English has borrowed from other languages and how there are similarities and differences between English and other languages.</li> </ul>
<p>To develop a greater understanding of and to promote any religions we may have represented within the school and to learn about others</p>	<ul style="list-style-type: none"> <li>• Regular visitors to the school to speak to children (embedded within curriculum).</li> <li>• Diversity display in Art Gallery is dedicated to representing inclusion and diversity through the eyes of the pupils.</li> </ul>
<p>To continue to ensure that children are not excluded from school events, clubs and trips due to financial circumstances</p>	<ul style="list-style-type: none"> <li>• Money allocated to ensure all pupils are included. This is evidenced through our school Pupil Premium Promise. (Music tuition, art resources, sports kit, breakfast club etc.)</li> </ul>
<p>To maintain the attainment of pupils in reading, writing and maths, so that the school continues to not have a significant gender gap, as is common nationally.</p>	<ul style="list-style-type: none"> <li>• KS2 Attainment and progress of all pupil groups above or in line with national data</li> </ul>
<p>To prevent pupils saying hurtful things about other groups of people or individuals</p>	<ul style="list-style-type: none"> <li>• Important values are taught through assemblies and RHSE lessons and children receive team points for demonstrating these. RHSE lessons also teach children about wider issues and how to address these.</li> <li>• All children have been provided with details of the NSPCC website.</li> <li>• Additional Police talks organised following the Football racism to tackle Hate Crime (Year 6 only)</li> <li>• Listening to our pupils at all times. Using pupil voice and the pupil survey we will review the response of those in protected groups.</li> </ul>

## 9. Accessibility Plan

Objective	Key Actions	Lead Person	Progress against objective
<b>To improve access to the curriculum</b>	1. Provide worksheets etc in suitable formats, as necessary, for example for partially sighted/dyslexic children.  2. Classrooms are dyslexia friendly where a pupil working in them has dyslexia.  3. Provide auxiliary aids and services where reasonable.	SENDCo	Resources and provisions provided are differentiated as appropriate to meet individual children's needs.  Dyslexia friendly strategies have been shared with staff.  The school follows advice from professionals to ensure that all children can access the curriculum at their level.
	Continued analysis and evaluation of all intervention programmes; swift changes are made to provision where an intervention has minimal impact.	SENDCo	Interventions are regularly evaluated and amended (based upon the data) to ensure maximum impact.
<b>To improve physical access to education and associated services</b>	Staff training and regular changes to layout of classroom to ensure access for identified disabilities.  Occupational Therapists, Physiotherapists and Specialist Teachers for PNI offer advice on the best type/height/layout of furniture for any child with a physical disability.	SENDCo	New disabled toilet has been installed in the main building of the school.  Classrooms are adapted to ensure access for all children (including the use of ramps and specialist equipment) and alternative arrangements are made as needed.  The school follows advice from professionals to ensure the correct equipment is being used in the classroom.