

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

2020-2021

Staff Consulted:
Ratified by the Governing Body:
Review Date:

Summer 20
Summer 20
Autumn 21

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.

Kelly Stock
Headteacher

Emma Rigler
Chair of Governors

Date 23.6.20

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.
- 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 international 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 stereo-typing and inequality
- Eliminate unlawful discrimination or victimisation
- Educate against bullying, harassment and prejudice

2. 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 a wider commitment to social justice and change for good through our charity work and the school council. Part of our journey began through working closely with The Diversity Mark, Learning Workz team. We have been awarded the Bronze Diversity Mark and our aim is to be awarded Gold this year. This has helped us to take further forward our education role in challenging systemic racism. Our next aspiration is to become one of, if not the first, school centre of excellence for inclusion and diversity nationally. Not being racist is simply not enough; being actively anti-racist is the only way forward. We are fully committed to making sure that we continue to do better and contribute to the long-term future of positive change.

- **Statutory requirements**
 - The equality objectives in Section 10 below address our duties under equality legislation, up to and including the Equality Act 2010, with the requirement for a Public Sector Equality Duty, which came into effect April 2011. 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 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

3. 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
- Resources and displays in our school reflect the experiences, backgrounds and abilities of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school
- 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 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.
- 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. This includes the use of teaching materials with positive images of disabled people, different genders and people from a wide range of ethnic, religious and cultural backgrounds.
- 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 childrens' 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.
- Annual staff training occurs to highlight equality issues and to know how to identify and challenge prejudice and stereotyping.
- Equality is incorporated in the induction programme for new staff.
- 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 Training was provided in 2018-19 enabling the school to achieve the Bronze Diversity Award. We are now working towards the Gold Standard.

4. Tackling discrimination

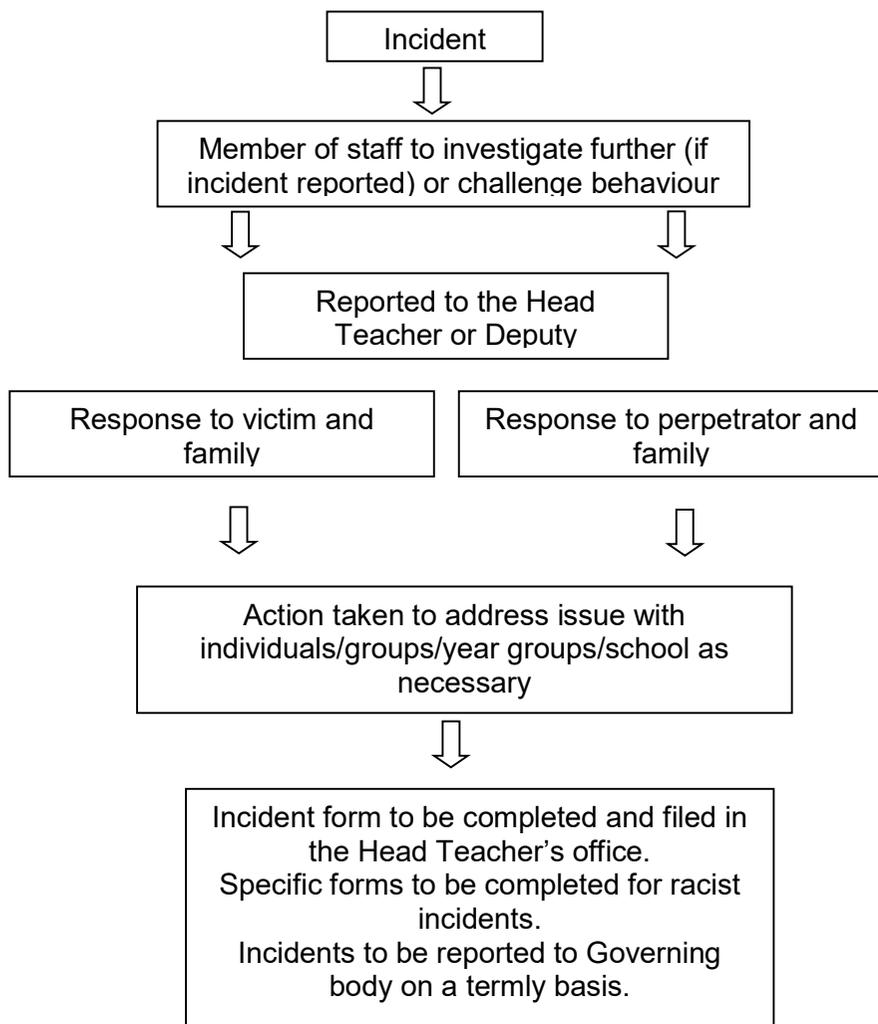
- Clear procedures are in place so that all forms of bullying, harassment and discrimination, including racism, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant 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.



5. Responsibilities

Named Governor for the School is: Nina Noonan

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 students, 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.

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.

6. 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 or reviews of progress of Education and Health, Care Plans
 - Feedback at Governing body meetings
 - Pupil data analysis, including Raise online and Target Tracker

7. Equality Objectives and Action Plan 2020-21

Objective	Key Actions	Lead Person	Progress against objective
<p>Equality 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</p>	<p>Continue to promote an 'open door policy' with opportunities to make appointments afterschool to meet with teachers. HT and SLT on the gate daily before and after school Termly parent forum meetings to discuss whole school issues and effectiveness.</p>	HT/SLT	
	<p>Monitor the effectiveness of the curriculum in all-subjects.</p> <p>Conduct book audit of the Curriculum to capture evidence of history of other cultures/ethnicities/gender from their view point and a breath of theories/successes/events/ individuals etc. taught/discussed.</p> <p>Post COVID19 re-establish links and arrange visits to multi-cultural schools to see their range of resources and curriculum.</p>	SB	
	<p>Re-write relevant policies to reflect due regard for equality and diversity and adopt best practice.</p>	HT	Uniform Policy re-written. Equality Statement re-written on website.
	<p>Monitor clubs to ensure all children participate in or are encouraged to participate in wider educational and social experiences including school clubs; that all groups are represented and to ensure that there is no discrimination between groups.</p>	AP	
	<p>Greater engagement will be sought with protected groups in the monitoring of the impact of the Equality Scheme and its objectives as well as the SEND Policy, through meetings and discussions with the SENDco</p>	HT/SEND CO	

Objective	Key Actions	Lead Person	Progress against objective
<p>Race/ethnicity 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>	<p>SENDco, FSW and Class teacher to meet with pre-schools as part of a smooth transition. Plans are put into place to meet pupil's emotional needs as a result of these meetings. Families spoken to where necessary, in order to ensure continuity and impact of plans.</p>	<p>SENDCO/ FSW/CT</p>	
	<p>Work with consultant from Innovate for Growth to ensure the school adopts best practice, monitors and evaluates the impact of its work and can provide local leadership and support to other schools.</p> <p>Seek advice to establish international links to promote a global educational; perspective.</p>		<p>Link made. Spanish teacher appointed to establish link with a Spanish speaking community. 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.</p>
<p>Linguistic Diversity To provide a welcoming environment for families and visitors who have English as an Additional Language</p>	<p>Displays reflect a range of languages, particularly those spoken by families within the school.</p>	<p>HT</p>	
<p>Religion or belief To develop a greater understanding of and to promote any religions we may have represented within the school and to learn about others</p>	<p>Increase the number of outside speakers we have in curriculum time/assemblies.</p> <p>Display materials and resources reflect the different cultures of pupils and their families, in the school and of the wider world.</p>	<p>SB</p>	

Objective	Key Actions	Lead Person	Progress against objective
<p>Socio-economic background To continue to ensure that children are not excluded from school events, clubs and trips due to financial circumstances</p>	<p>HTs and governors source additional funding for shortfall in trips, workshops and clubs – PTA Fund to assist</p> <p>Pupil Premium families are told that their child receives 'ring-fenced' funding and are actively asked to communicate with the school regarding their child's priorities and needs.</p>	HT/GB	
<p>Gender 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>	<p>Assessment lead to analyse half term data to monitor any gaps</p>	AR	
<p>Discrimination To prevent pupils saying hurtful things about other groups of people or individuals</p>	<p>Staff discuss the importance of good values (soft skills) such as: kindness, tolerance, sensitivity, open-mindedness and thoughtfulness through assemblies and Personal, Social and Health Education. Celebrate pupils who exemplify these values with team points Use them as Role Models for all pupils.</p> <p>Teach children to be non-judgemental and how to raise issues if they become concerned/upset about someone or something that is being said (tell the staff,). Continue to create a culture where every pupil knows every adult will listen to them.</p> <p>Bullying Workshops and work with the NSPCC will empower pupils to deal with any issues that could arise.</p>	Behaviour Lead LSKY	

	Staff to continue report all incidents to the Head Teacher. HT to discuss with children and parents		
Age (as an employer) To ensure that reasonable adjustments are made for staff, so that age is not a barrier to their employment	Governors action reasonable requests from staff to ensure they are able to continue their employment. Occupational Health consulted about how to make reasonable adjustments. Flexible working conditions are always considered as a viable option.	Chair	

8. Accessibility Plan 2019-20

Objective	Key Actions	Lead Person	Progress against objective
To improve access to the curriculum	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	
	Continued analysis and evaluation of all intervention programmes; swift changes are made to provision where an intervention has minimal impact.	SENDCO	

Objective	Key Actions	Lead Person	Progress against objective
To improve physical access to education and associated services	Staff training and regular changes to layout of classroom to ensure access for identified disabilities. Occupational Therapists, Physiotherapists and specialist teachers offer advice on the best type/height/layout of furniture for any child with a physical disability.	SENDCO	