St. Leonard's CE Primary School

Equality Scheme 2015-2018

1. Policy statement

Our Vision for the Future

St. Leonard's C.E. Primary School encourages everyone to 'Enjoy Success' through a stimulating curriculum in a happy, safe and exciting environment, which is celebrated by all. We will continuously build upon these foundations by focusing on quality, effectiveness and achievement, underpinned by strong Christian values

Our Mission

Recognising its historic foundation, St Leonard's Church of England Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers its pupils.

As a church school, the school will strive to promote the spiritual, moral, social, cultural, mental and physical development of ALL of the pupils. It will at the same time strive to prepare its pupils for the opportunities, responsibilities and experiences of adult life by placing an inherent and equal value on each person involved in the life of the school whether they are child or adult.
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a) In accordance with our mission statement 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 Shropshire Council's 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.

This scheme also covers the statutory requirements outlined in the Early Years Foundation Stage Statutory Framework.

3. Community cohesion

St. Leonard's CE Primary School is located in the town of Bridgnorth. The number on roll as of September 2015 is 305 + 33 Nursery aged children. 32.2% of pupils come from the school's designated ward, Bridgnorth East, but the remaining children, 54.7%, are from outside this catchment, predominantly Bridgnorth West which has a much lower socio-economic demography.

St. Leonard's is an inclusive school. The percentage of pupils identified as having Special Needs support is 18.6%. This is higher than the National average of 13%. Those having an SEN statement or ECHP is 2%. This is again above the national average of 1.4%.

Socio-economic backgrounds vary. The majority of parents are in employment with 20.8% known to be eligible for free school meals. However, even though this is an area of low unemployment, many of our families remain in a low socio economic bracket, just above the level of eligibility for a variety of benefits.

We have 4.5% of pupils from minority ethnic groups, and 1.1% of pupils where English is believed not to be their first language.

In line with Shropshire Admissions policy all children must start school in the academic year that they are 5. This must be in the September if they are 5 before December 31st. If they are 5 after December 31st of that year, parents can defer their starting date until the term that they are 5. Parents have the right to request a part-time place. The majority of children who start in reception have attended the on-site private nursery, although a number have come from other providers

<u>Current issues affecting cohesion at school, local and national level</u>
The demography of the school is such that children could be presented with a limited opportunity to recognise and celebrate diversity in the local and national area.

4. Responsibilities

One named governor, Jane Ashling, 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 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 Head Teacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policies.

5. Staff development

The school will ensure that staff are provided with opportunities to develop their skills and professional expertise in relation to issues relating to equality and community cohesion.

The need for staff development will be determined by a variety of factors
- the School Development Plan (SDP)
- outcomes from the performance management process
- informal discussions between staff and the CPD (Continuous Professional Development) coordinator

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 annual review.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the Governors via the school website at the end of each school year, i.e. July 2016 and so on. 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. Conducting equality impact assessments

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.

Admission of pupils
Parents complete an Ethnic Monitoring section as part of the school/LA enrolment form. This information is transferred to the school's SIMS data base, and a paper copy is kept in the pupil's individual file. The electronic ethnic monitoring information is processed and accessed by the Local Authority and DCSF as part of their PLASC reconciliation and SATs data information transfer processes.

The school encourages early intervention to be able to provide for children's needs. Before a child joins St. Leonard's the school, where appropriate, makes use of
- The School Multicultural Development Service
- Early Years area SENCOs
- Links with Early Years settings
- The Information Sharing and Assessment process

Staff within school
All applicants for temporary and permanent positions in school are required to complete an ethnic monitoring form attached to their application. This is then removed prior to the short listing process, and the forms are collated and forwarded to the LA (after an appointment has been made in accordance with LA procedure) as part of their ethnic monitoring process.

<u>Monitoring the attainment, progress and engagement of pupils</u>
The attainment and progress of pupils is regularly monitored and tracked through internal systems for monitoring attainment and progress. Trends relating to groups of children are identified and reported to the Curriculum Committee.

Participation of pupils in extra-curricular activities will also be routinely monitored.

<u>Preventing Bullying and Harassment</u>
Trends relating to bullying and harassment will be monitored by the Head Teacher. (see Anti-Bullying Policy)

<u>Building a partnership with parents</u>
The school works to foster positive relations with parents. All parents are encouraged to raise issues of concern through discussion with their child's class teacher.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found at:
- Tracking Files
- Minutes of Curriculum Committee
- Racist Incident reports

9. About the 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. from the following data

- Analysis of internal tracking documents
- School demographic data
- Analysis of after-school club registers

    iii. and from involving relevant people from the start in the following way:

- Discussion with external professionals
- Discussions with parents/carers
- Discussion with pupils (where appropriate)
- Discussion with staff
- Discussion with the link governor

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

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

10. Equality Objectives 2015-18

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To have no recorded incident of bullying or racist incidents • review anti-bullying and managing racist incidents policies • ensure staff follow these policies • use SEAL (Social and Emotional Aspects of Learning) materials
To narrow the gap between boys' and girls' attainment and achievement • see SDP (School Development Plan)
To narrow the gap between vulnerable groups of children and non-vulnerable groups • see SDP and RaiseOnline

11. Access Plan 2015-18

Please see Appendix 1

12. Community Cohesion Plan 2015-18

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)
For pupils to be confident citizens of our diverse society • visits • visitors • activities