



**MAPLE GROVE PRIMARY SCHOOL**

**Equality Scheme  
2013-2016**

**REVIEWED: SEPTEMBER 2015**

## **1. Policy statement**

a) In accordance with Maple Grove Primary School's vision 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 and international context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- social-economic background.
- gender

## **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.

Maple Grove Primary School's Accessibility Plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 Schedule 10. The community cohesion plan in Section 11 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 11 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)
- Religion/belief context of the school (local and national)
- Socio-economic context of the school (local and national)
- Current issues affecting cohesion at school, local and national level
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Here at Maple Grove Primary School we are committed to educating our young children in a community that will prepare them for life in a society that is diverse in terms of ethnicity, culture, faith and social backgrounds as well as those with a variety of disabilities.

There are a small number of families here who come from some of these groups so we endeavour to celebrate their faiths and backgrounds. Families are invited into school to share their beliefs so that all our children develop tolerance and respect for each other and those in the wider society. Moreover we endeavour to provide a curriculum that celebrates diversity and promotes respect.

#### **4. Responsibilities**

Mark Weddell (Designated Governor) 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;
- 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 policy.

#### **5. Staff Development**

Staff INSET regularly includes items regarding equality and the staff work together half termly to analyse all groups of children to ensure that quality of provision is equitable, interventions are planned where necessary and data is scrutinised to ensure that no minority groups (ethnicity, gender or children in receipt of FSM) are underachieving, if this is found to be the case, then plans are made to address these issues immediately.

## **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 for three years and then replaced in September 2016.

## **7. 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, i.e. July 2014, 2015, and 2016. 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. 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.

Equality objectives identified by this process can be found included in our three year School Development Plan.

## **9. How we chose our equality objectives**

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

- Raise on line
- Attendance and inclusion in school activities
- Pupil data from school's MIS system
- Reports of incidents
- Child protection, LAC information
- Staff observations and reports
- Parent and pupil questionnaires

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

## **10. Equality Objectives**

- To continue to ensure that every child and adult is treated fairly regardless of gender, disability, ethnic background, religion, age, economic background or sexuality.
- To ensure that all necessary steps are taken to reduce any potential barriers to learning for every child.
- To extend our range of curriculum materials in all subjects so that there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.
- To provide a curriculum that promotes spiritual, moral, social and cultural development and focuses particularly on issues of equality and diversity.
- To take appropriate steps to narrow any gaps arising from differences in gender, disability, age, ethnic background, religion, economic background or sexuality.
- To implement systems to ensure all new and revised policies and procedures have due regard to the Equality Act.
- To ensure that the school environment reflects diversity across all aspects of equality.

## **11. Community Cohesion Plan 2013-16**

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

	<b>Actions (focused on outcomes rather than processes)</b>
Teaching, learning and the curriculum	<p>Lessons promoting common values to help pupils value differences and to challenge prejudice and stereotyping. Opportunities for pupils to discuss issues of identity and diversity.</p> <p>Activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.</p> <p>Support for pupils with English as an additional language to enable them to achieve at the highest possible levels.</p> <p>Ensure curriculum is broad and balanced with a strong focus on cultural identity and multicultural links.</p>
ii. Equity between groups in school, where appropriate	<p>Ensure continued scrutiny of data to ensure that no specified groups are underachieving.</p> <p>Continued promotion of school values and embedding them into our new behaviour systems.</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>Wide range of opportunities to engage with visitors and parents from the local community.</p> <p>Educational visits to continue to cover a broad range of environments and cultural influences.</p> <p>Continue engagement with BEST extended schools</p>