
EQUALITY POLICY



This document demonstrates Springfield Primary School's compliance with the Public Sector Equality Duty. This is a working document, which will be monitored and reviewed annually.

Equality Objectives 2017-2018

To enable all pupils, irrespective of gender, to make equal progress.
To enable pupils with a statement of SEND to make expected progress.
To enable Pupil Premium children to make expected progress
To enable pupils with English as an additional language to access the curriculum and all aspects of school life and ensure that they make expected progress which is equal to their peers.

Policy Statement

- a) In accordance with Springfield Primary School mission statement and beliefs 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,
 - looked after children,
 - 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

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.

Our Scheme covers the statutory requirements outlined on p.25 of the 2008 EYFS Statutory Framework.

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 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)
We are significantly below local and national data linked to Ethnic Minority Groups. This figure has risen since 2014 (7.9) to 2016 (11.6)
- Religion/belief context of the school (local and national)
The majority of our families are Christian but we also have children from many other faiths.
- Socio-economic context of the school (local and national)
Our school's deprivation indicator is significantly lower than that nationally.
- Current issues affecting cohesion at school, local and national level
Transition from feeder pre-schools and to senior school is a priority for us to enable all to integrate into their new setting.
Working with the local community to support local events.
Our commitment to inclusion for all children and working with outside agencies to ensure that the appropriate support is given.

Responsibilities

The Chair of Governors 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 headteacher 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.
- Keeping the incident log up to date which details any form of harassment, bullying, racial or inequality issues.

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.

Staff development

All training at Springfield Primary School is offered on a whole school or individual basis dependent on needs identified from Performance Management, observation, by other agencies (e.g. SENCAN) or to enhance professional roles.

TAs who work with a child with an EHCP are given specific training to deal with the needs of these children in advance of starting duties.

Staff who support pupils with medical needs have full training.

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 and online on school website.

The scheme will be kept under annual review.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via the newsletters and website at the end of each Summer Term. 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.

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.

At Springfield Primary School we monitor the academic progress and attainment of the above groups using Raise Online and school-held data (Target Tracker).

Equality objectives identified by this process should be included in the plan above, or in the School Development Plan as appropriate.

How we chose our equality objectives

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

- as listed above in section 8
- reports of incidents
- multi-agency reports
- attendance and inclusion in school activities
- Social Care involvement

and from involving relevant people (including disabled people) from the start in the following way:

- pupils through surveys, class and school councils
- parents through questionnaires, annual reviews, consultations meetings and half termly coffee and chat sessions
- outside agencies through formal and informal meetings
- groups of people who use our facilities as members of our community

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,
 - looked after children,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

Access Plan 2017-18

This can relate very closely to the disability elements of the equality objectives in Section 9 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	School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance The school will continue to seek and adhere to the advice offered by specialist teachers, other LA advisers, health professionals and from the local NHS Trusts
ii. Physical improvements to increase access to education and associated services	The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the premises, such as improved lighting, access, acoustic treatment and colour schemes, as well as more accessible facilities and fittings. In particular: <ul style="list-style-type: none"> • adaptation of quiet spaces for specific pupils with an EHCP to suit their needs • access to our outdoor learning area in EYFS • advice given by the premises surveyor
iii. Improvements in the provision of information in a range of formats for disabled pupils/parent carer	The school is aware of local services including those provided through the LA for giving information when required or requested. Using advice from specialist teachers to put necessary changes in place where appropriate.

Community Cohesion Plan

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	As an effective school, we endeavour to provide quality teaching and a curriculum that supports high standards of attainment and progress. It promotes common values and builds pupils’ understanding of the diversity that surrounds them. This enables them to recognise similarities and appreciate different cultures, faiths, ethnicities and socio-economic backgrounds. We aim to ensure: <ul style="list-style-type: none"> • Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping. • Opportunities to discuss issues of identity and diversity are integrated across the curriculum.

	<ul style="list-style-type: none"> • Curriculum based enrichment activities that raise pupil awareness of community and diversity, such as educational visits and meetings with members of different communities are exploited. • Support exists for pupils for whom English is an additional language (EAL), to enable them to achieve to their highest potential. • Pupils have an effective voice and are actively involved in the organisation of the school in a way that teaches them to participate in, and make a difference in, school, in their local community and beyond
<p>ii. Equity between groups in school, where appropriate</p>	<p>The school continually focuses on securing high standards of attainment for all pupils, regardless of ethnic background or socio-economic status. We ensure pupils are treated with respect and supported to achieve their full potential. We aim to ensure:</p> <ul style="list-style-type: none"> • The assessment and tracking system (Target Tracker) enables the evaluation of progress in different groups and where necessary tackle underperformance by any particular group. • Incidents of prejudice, bullying and harassment are carefully monitored and dealt with in line with local authority guidelines where necessary. Whether pupils from particular groups are more likely to be excluded or disciplined can be monitored through the behaviour policy. • The school admissions criterion promotes community cohesion and social equality.

<p>iii. Engagement with people from different backgrounds, inc. extended services</p>	<p>At Springfield Primary School we understand the importance of seeking ways to broaden our community in order to ensure pupils experience a wide diversity of people. This is achieved at all levels in a variety of ways;</p> <p>School to parents/local and wider community</p> <p>Good partnership activities within the local and wider community may include:</p> <ul style="list-style-type: none"> • Liaising with PTA • Engagement with parents through consultation evenings, open evenings, class assemblies, and specialist events such as parent information sessions or themed activities e.g. World Book Day, Maths events, Grandparents and parent afternoon. • Developing opportunities for parents, governors and other citizens from the community to support the school through activities such as reading with children, helping with clubs and visits and class showcases. • Working together with community representatives, such as local councillors or governors, who may come into school or provide opportunities for off site visits and can ensure that pupil voice is heard and are able to effect change. • Maintaining strong links and multi-agency working between the school and other local agencies, such as Extended Services, police, social care, family solutions and health professionals. • Provision of extended services and sharing of available resources such as local clubs and activities that may be of interest or support to families. • Links with educational providers experienced by pupils such as the feeder pre-schools and Junior School, through activities such as invitations to school performances, story club and participation in extra-curricular events.
---	--

- Links with educational providers experienced by pupils such as the feeder pre-schools through activities such as invitations to school performances, story club and participation in extra-curricular events.

School to global community

We understand the importance of ensuring pupils understand the global dimension of their community and as such we endeavour to:

- Provide opportunities to learn about the world from many perspectives through an enriched curriculum of core and foundation subjects which encompass the ethos of community cohesion.
- Exploit opportunities for 'real' international experiences, where pupils can discover much about cultures and backgrounds of other countries, such as parent visitors from other countries and cultures, Multicultural week.
- Raise awareness of issues that affect other countries through specific events such as Red Nose Day, Sports relief and other globally linked charity support such as food Bank for Harvest Collection.

Last updated November 2017