



## Sir John Moore C.E. (A) Primary School

### Equality Scheme

#### 1. Statement

This scheme outlines the commitment of staff and Governors of Sir John Moore CE (A) Primary School to promote equality.

A) In accordance with the school's Mission Statement and aims we will:

- Respect the equal human rights of all our children
- Positively promote equality and diversity
- Tackle barriers that could lead to unequal outcomes for identified groups of children
- Educate children about equality
- Respect the rights of our staff and other members of the school community

B) We will assess our current school practices and policies (Equality Impact Assessment) and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability
- Religious Belief
- Age
- Sexual Orientation
- Pregnancy and maternity
- Socio-economic background and other protected characteristics.

C) We will promote community cohesion at all levels – school, local, national and global, comparing the school community to its local and national context and implementing all necessary actions in relation to:

- Ethnicity
- Religion or belief
- 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 of 2010.

The access plan in Section 11 below addresses our duty under the Special 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 page 25 of the EYFS Statutory Framework.

### 3. **Community cohesion: a shared contextual statement**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors of Sir John Moore School. As an inclusive school we ensure that children are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

- **Ethnicity/culture context of the school (local and national)**

Sir John Moore School serves a village community and has below average numbers of children with a heritage/background other than white British.

- **Religion/belief context of the school (local and national)**

The School is a Voluntary Aided School with a Church of England Foundation. Sir John Moore, its founder had a strong religious conviction in wishing to establish a school for local children (boys) in 1697. There are excellent links to the local Church of St Michael and All Angels in the village and the children visit regularly for both services and RE enrichment. Children are encouraged to learn about World Religions during RE and other cross curricular activities, World Festivals.

Collective worship is predominately Christian and there is a daily act of worship.

Children are encouraged to talk about their own and other faiths, they visit other places of worship such as the Mosque and Synagogue as part of their curriculum work.

- **Socio-economic context of the school (local and national)**

The deprivation indicators of the school are below the national average. The school has a lower than average number of children on free school meals.

- **Current issues affecting cohesion at school, local and national level**

Racist incidents at school are very rare indeed and children usually mix well. The rural location of the school means that it is racially and culturally isolated and so the school makes efforts to visit culturally diverse places, avail itself of world music/dance/drama workshops wherever possible through the curriculum.

### 4. **Responsibilities**

The Governing Body takes the lead but all Governors are responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure that the school complies with the relevant equality legislation
- Making sure that the Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

**The Head teacher is responsible for:**

- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that the equality, access and community cohesion plans are available and that all stakeholders know about them
- Producing regular information for staff and governors about the plans and how they are working, through for example, the head teacher's report to Governors at meetings.
- Making sure all staff know their responsibilities and receive information and support in carrying these out- for example in the staff handbook and on the Staff shared server.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to children, staff, parents and carers and visitors to school.

**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 tackle bias and stereotyping
- Accessing training and learning opportunities, all training is recorded
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The head teacher is responsible overall for:

- Investigating reports of prejudice-related incidents

**Visitors and contractors**, including those commissioned by the Foundation are responsible for

- Following relevant school policy

**5. Staff Development**

This policy outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

**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 as a paper document on request and on the school website, along with other key policies which are related to equality, on the website.

The scheme will be kept under regular review for three years as part of the ongoing policy review plan.

**7. How we report on progress and impact**

A report on progress with the actions listed below will be published by the governors on the school's website at the end of each year.

## **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
- Age

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 and progress is reported to the Governing Body.

- Racist incidents are also reported to the Local Authority
- Children with Special Needs/ and disabilities are monitored and their progress is reported to their parents at half termly reviews of their IEPs. The Governing Body is given an overview of their needs and progress
- We track pupil progress by age, gender, ethnicity, socio-economic background and English as a second language
- Incidents of homophobia are recorded and monitored
- Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures eg racist incidents, aggressive behaviour and staff conduct.

## **9. How we choose our 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
  - Pupil tracking
  - Pupil assessments
  - Reports of incidents
  - Multi agency reports
  - Inclusion in school activities/clubs/visits
  - Certificates/ rewards/stickers
  - Exclusion reports
  - Raise-on-line
  - Fischer Family Trust
  - Child Protection, Looked After Children information
- iii. And by involving relevant people in consultation
  - Parental questionnaires, consultations and review meetings
  - Pupil attitude Survey, Circle time, SEAL, PSHE, School Council and Philosophy Club feedback

- Outside agencies with a professional interest in individuals or groups such as the school nurse, Parent Support Workers, Surestart workers, SALT, Specialist Teaching Services, Educational Psychologist, Occupational Therapist and medical professionals.
- Staff, Governing Body, Local Education Authority
- Police, local Church, Diocese.

The evidence was then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation and
- Foster good relations between different groups in terms of
  - Ethnicity
  - Religion or belief
  - Socio-economic background
  - Gender and gender identity
  - Disability
  - Sexual orientation
  - Age
  - And other protected characteristics.

#### **10. Three year equality objectives**

(To be kept under regular review)

<b>Equality Objectives (outcome focused)</b>
To promote cultural development and understanding through a rich range of experiences both in and beyond the school, using resources from the Foundation as appropriate.
To narrow the gap in mathematics between girls and boys at Key Stage 2
To ensure equality of opportunities for all pupils

#### **11. Three year access plan**

This can relate closely to the disability elements of the equality objectives in Section 10 above. Due to the nature of the building and the need to work in conjunction with the Foundation, improvements to the access of the building may be limited.

<b>Access Plan- objectives</b>
Physical improvements to increase access to education and associated services in conjunction with the Foundation. Each year, the Governing Body will consider and access needs and make suitable improvements to the building where practicable and where funds are available.
To assess any pupil/adult's needs requiring adjustments / special access to the building as

they enter school.

**12. Three year 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

	<b>Actions – outcome focused</b>
<b>Teaching, learning and the curriculum</b>	<p><b>The school community</b></p> <p>SEAL resources to be used</p> <p>Circle Time</p> <p>School Council</p> <p><b>Local communities</b></p> <p>Trips to the Parish Church and other local places of worship, including trips to Leicester- Cathedral, Gudwara, Jain Temple, Mosque, Synagogue.</p> <p>Inviting local artists, sports people, musicians, poets and writers</p> <p>Local tournaments</p> <p>Football club, cricket, running and rugby club links</p> <p>Links with other local schools</p> <p>Trips to and visits by the Welcome Club and Playgroups from the village.</p> <p>Visits to and from the librarians</p> <p>Curriculum work on immigration and migration</p> <p>Involvement with local Police, Fire Brigade</p> <p>Harvest Baskets distributed</p> <p><b>Communities across the UK</b></p>

	<p>Macmillan Coffee Morning and other national charity fundraising</p> <p>Trip to London- democracy focus- link with local MP</p> <p>Residential Trip to Wales</p> <p>Gifted and Talented themed days with other like-minded children – eg Russian Cosmonaut visit, projects with local secondary schools</p> <p>Diocesan pilgrimage and other events linking Church schools across the Diocese</p> <p>Developing a link with inner city school in Leicester</p> <p><b>The global dimension</b></p> <p>Global maths challenge –maths games with children from around the world.</p> <p>Pupils continue to raise money for disasters.</p> <p>Collective worship based on world events and ways in which we can learn, support and show our Christian values.</p> <p>Pen pals with pupils from different countries.</p>
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**This policy was agreed by Governors and staff in Jan 2016.**

**This policy will be reviewed in Jan 2019.**