



All Saints' and St Richard's Church of England Primary School
Old Heathfield, East Sussex
Equality Scheme
May 2016

This Equality Scheme covers our school's commitments outlined in our **Equality, Diversity (E&D) and Inclusion policy** providing further detail on how we wish to promote our commitment to E&D and to improving equality of opportunity for all our pupils, staff and the wider community.

Our Equality Scheme also helps us meet the requirements of the Equality Act 2010.

1. Background and Influences

1.1 Legislation

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools and other organisations requiring them to:

- To eliminate discrimination and harassment
- To promote equality of access within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, abilities and ethnic origins

The Equality Act 2010 has consolidated all previous equalities law into one Act and extended the requirements of organisations in some areas. The Act covers the above expectations in the context of 9 protected characteristics.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The above objectives focus on our commitments as an education provider, however, we are also mindful of our duties under the Equality Act as a service provider and employer; these are also referred to within our Equality Action Plan.

Age and being married or in a civil partnership are NOT protected characteristics for schools in terms of its pupils, but they are protected characteristics when employing staff and when providing services to the public.¹

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)

1.2 Other Influences

Whilst the Equality Act applies to schools our approach is not in isolation of other educational initiatives. Narrowing (and ultimately closing) the gap between the progress and attainment of children from disadvantaged backgrounds and their peers is central to the **Children Plan: Building Brighter Futures**. The Equality Act also supports our commitment to the development of cohesive communities within our school, our local, national and global environments.

Likewise the **Every Child Matters Agenda** has informed and shaped this document and our action plan is founded around the five Every Child Matters themes of:

- staying safe
- being healthy
- enjoying and achieving
- making a positive contribution
- achieving economic well-being

Finally diversity and the promotion of inclusive and equality practices is central to our school vision.

1.3 Our Vision Statement

The school aims for all pupils to be educated in the most supportive and caring Christian environment that will be recognised by all who come to the school as being outstanding.

We believe that school and home should work in partnership to ensure that children are nurtured to have high self-esteem and be challenged to be the best that they can be.

¹ Age and being married or in a civil partnership are NOT protected characteristics for schools in terms of its pupils, but they are protected characteristics when employing staff and when providing services to the public.

We want pupils to know that they are surrounded by people they can trust and that there is someone there if they have any worries or concerns. Praise will be used to recognise and celebrate success. Our school community is well-mannered, considerate and kind to others.

Our school values include:

- Love of God and of each other
- Achieving our best
- Self-respect - Shared Humanity.
- Healthy living in a safe environment Inspiring and enjoyable learning
- Beauty and creativity
- Self-discipline
- Equal opportunities and inclusion

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the participation and involvement of a broad and diverse range of children and young people and their parents in school policies
- breaks and lunchtimes including the provision of school meals
- interaction with peers
- opportunities for assessment of the behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employee and staff welfare

2. The Wider School within the Wider Context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Further details of our school diversity are outlined below.

2.1 Our Pupils

As at May 2016 we had the following pupil profile:

Ethnicity

- Currently 6% of our pupils are from an ethnic minority background (non-white British). This compares to 1.47% of the population from a BME background in the Heathfield and Waldron area and 6% from an ethnic minority background in the Wealden area.

Disability

- 5% of our pupils are disabled compared to 4% of under 16 year olds claiming disability living allowance in the Wealden area.
- 8% of our pupils are on the special educational needs register. This compares to 6% of pupils with a special educational need in the Wealden area.

Gender

- Currently 47% of our pupils are boys and 53% are girls compared to 52% boys and 48% girls in the Wealden area.

Faith

- Currently 64% of our pupils are Christian, this compares to 77% of people who are Christian in the Wealden area.

Free school meals

- Currently 6% of our pupils are in receipt of free school meals, this compares with 8% of children in the Wealden area.

2.2 Staff at ASSR

We comply fully with legislation which protects our staff (including teachers, teaching assistants, support staff and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age marital or civil partnership status or on the ground of pregnancy and maternity.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

As at May 2016 we had 14 permanent staff members with the following profile:

Ethnicity

- 0% of staff are from an ethnic minority background this compares to 1.47% of the population from a BME background in the Heathfield and Waldron area.

Disability

- 0% of staff are disabled this is against a backdrop that 15% of people of working age (16-64) are claiming Disability Living Allowance in the Wealden area.

Gender

- Currently at ASSR 86% of staff are women and 14% are men.

3. How we developed our Scheme

Our Equality Scheme is inclusive of our whole school community – pupils /students, staff, parents/carers and visitors - who have been involved in and contributed to its development.

3.1 Our Pupils

We considered safety and pupil satisfaction as part of the school pupil questionnaire.

The School Council were consulted on specific elements of the action plan.

3.2 Our Staff

Our senior leadership team considered the equality scheme, how it was developed and the contents of the action plan.

3.3 Our School Governors

The approach taken and our action plan were led by the lead governor for the Equality Act Ms Nikki Wickham. The Equality Scheme was presented to the full Governing Body in July 2016.

3.4 Parents/Carers

Parents' views were sought in Term 4 through an online parent survey. This sought parents' views on all aspects of school life. The results of this survey have been used to inform the priorities and actions identified on the action plan.

3.5 Our Partners in the Community

The local profile for our immediate community is not diverse and replicates very closely the pupil profile in the school. Our action plan has sought to widen our links to broaden our understanding of the diversity in society.

3.6 Ongoing Dialogue

As our action plan develops and links with other community groups become established, we will invite our new community partners to review and support the development of this equality scheme.

The full Governing Body and parents will receive an annual update on the action plan and progress made.

The Pupil Leadership Team will consider progress against the action plan, where relevant, at their meetings.

4. Our Equality Scheme Action Plan

Actions within our action plan evolved from:

- consultation with members of our school community as outlined above
- review of our School Improvement Plan
- review of our School Evaluation Framework
- outcomes from our **Equality Impact Assessments** (EIAs) – actions from future EIAs will further enhance our action plan
- complaints comments and compliments
- monitoring information – incidents of harassment, pupil assessments, behaviour
- actions identified from our Accessibility Plan
- feedback from our annual parents and carers questionnaire

EIAs are a common sense tool for determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

4.1 Commissioned Services (procurement)

Increasingly we are directly responsible for the purchase of goods and services such as maintenance, cleaning and security. We work closely with the local authority on procurement to ensure that equality issues are given full regard.

We ensure that contract conditions require contractors to comply with the relevant legislation and with our Equality Policy and we require similar compliance by any sub-contractors.

4.2 Positive Action

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions. It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). Our action plan includes positive action.

5. The Roles and Responsibilities within our School Community

Our Headteacher, supported by the Senior Leadership Team (SLT) will:

- ensure that staff, parents/carers, pupils, visitors and contractors are informed about the Equality Scheme and provide advice
- oversee the effective implementation, monitoring and review of the equality scheme and report to the Governing Body annually
- ensure staff have access to training which helps them to implement the scheme and support in dealing with issues
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- have responsibility for supporting other staff in implementing this scheme

Our Governing Body will:

- designate a governor with specific responsibility for the Equality Scheme
- ensure that the action plan arising from the equality action plan are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review the scheme every three years

Our Pupils will:

- be involved in the ongoing development of the scheme and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the scheme

Our Parents/Carers will:

- be given accessible opportunities to become involved in the ongoing development of the scheme
- have access to the scheme through a range of different media appropriate to their requirements
- be encouraged to actively support the scheme
- be encouraged to attend any relevant meetings and activities related to the scheme
- be informed of any incident related to this scheme which could directly affect their child

Our School Staff will:

- be involved in the ongoing development of the scheme
- be fully aware of the Equality Scheme and how it relates to them
- understand that this is a whole school issue and support the Equality Scheme
- make known any queries or training requirements

6. Implementation, Monitoring and Review

This scheme will be actively promoted and publicised through our:

- Website
- Newsletters
- Pupil Leadership Team

We will review the scheme annually and regularly update it with actions from the Equality Impact Assessments. Our approach to equality and diversity will be embedded through our school improvement planning, which will involve staff, governors and parents.

7. Equality Scheme Action Plan

As a result of discussions with our parents, Governors and staff we have chosen to include our commitments to community cohesion with our Equality Scheme Action Plan. In addition to this the actions identified as part of our access audit have also been included. This action forms part of the School Improvement Plan. The action plan can be seen in Appendix 1.

Appendix 1:

**All Saints' and St Richard's Church of England Primary School
Equality Scheme Action Plan**

| Action Plan Area: Equality and Diversity | | | | | |
|---|--|---|--|--|--|
| Priority 1 - Ensuring high standards in progress and achievement | | | | | |
| Priority 2 - Develop the curriculum to meet the needs of all our learners | | | | | |
| Priority 3 - Develop a school environment that supports and enriches the curriculum | | | | | |
| Priority 4 - Strengthen children's understanding of British Values and Diversity within the UK | | | | | |
| Priority 5 - Ensure best practice in health and safety | | | | | |
| Focus | Aims | Time | Leader | Success Criteria and Milestones | Monitoring and Evaluation |
| Ensuring high standards in progress and achievement: | | | | | |
| 1.1 | <ul style="list-style-type: none"> To ensure that children with additional need have their needs met and make progress from their starting point. Set-up tracking sheet for children on the SEN register and identified as disadvantaged to monitor progress being made. To purchase Educational Psychology support and allocated to children based on need. Use support to better understand how to support pupils to make progress. To access support that children are entitled to e.g. CLASS, ESBAS, CAMHs, SALT and OT. | <p style="text-align: center;">Termly Check</p> <p style="text-align: center;">Term 5 2016</p> <p style="text-align: center;">Term 3 2016 and 2017</p> <p style="text-align: center;">As required</p> | <p>SENCo & Head of School</p> | <ul style="list-style-type: none"> Children on the SEN register tracked separately six times a year. SENCo to report progress to SLT and meet with class teachers to discuss QFT and interventions. Disadvantaged children to make good progress e.g. WA3 to WA4 and the number of children working age appropriately to increase to close the gap. Children on the SEN register to make good progress from their starting point and meet the next step targets identified on their individual action plans. Review individual action plans three times per year. | <ul style="list-style-type: none"> SEN Governor to meet with SENCo three times a year to monitor progress of children on the SEN and disadvantaged register. SEN Governor to monitor the impact of interventions and provision of interventions. Review of traded services in April each year by Finance Committee. |
| 1.2 | <ul style="list-style-type: none"> To appoint a SENCo to work across the collaboration so that there is dedicated SEN time on a weekly basis. SENCo to set-up consistent procedures across the collaboration to ensure best practice in SEN provision. SENCo to monitor classroom provision to ensure that it meets the requirements of the Inclusive Classroom Checklist. Develop training programme for staff. | <p style="text-align: center;">Term 1 2016</p> <p style="text-align: center;">Throughout Year</p> <p style="text-align: center;">Term 1 2016</p> <p style="text-align: center;">Term 2 2016</p> | <p>Executive Headteacher</p> <p>SENCo</p> <p>SENCo</p> | <ul style="list-style-type: none"> Quality of provision for children with SEN is judged as at least good by Term 4 2017. Skills audit of teachers and teaching assistants in Term 1 and Term 6 to monitor impact of training. | <ul style="list-style-type: none"> Performance Management used to assess the impact of the SENCo. Interventions accelerate progress. SEN Governor to monitor evidence for quality of provision to be judged as good. |

| | | | | | |
|--|---|--|--|---|---|
| 1.3 | <ul style="list-style-type: none"> To improve parental engagement by continuing to host Curriculum Evenings linked to the subject review timetable and in response to parent requests. To continue to develop the use of technology to share children's learning e.g. Freshgrade. This supports parents of children with disabilities and learning needs who may not be able to share their school experiences at home. To use home school communication books to supports parents/carers of children in the SEN register. Provide parents with termly assessment data and next steps in their learning so that they are informed about their child's learning. | <p>3 per year</p> <p>Term 6 2016 onwards</p> <p>Term 1 2016 onwards</p> | <p>Subject Leaders</p> <p>Headteacher & Class Teachers</p> <p>SENCo</p> <p>Term 4 2016 onwards</p> | <ul style="list-style-type: none"> In parent survey an increased number of parents rate communication between home and school as good. In parent survey an increased number of parents feel that the information they get about their child's learning has increased. At the beginning of each term parents receive assessment data from the previous term. | <ul style="list-style-type: none"> Parent Survey results. Governing Body to monitor results from parent survey and agree any further actions needed to improve links between home and school further. |
| Develop the curriculum and quality of teaching to meet the needs of all our learners: | | | | | |
| 2.1 | <ul style="list-style-type: none"> To better understand the needs of our learners by strengthening pupil voice and be able to demonstrate how the views of pupils have influenced decision making in the school. Consider ways to support and engage more marginalised pupils within the school. To understand the needs of our learners before they enter school. The reception teacher to visit all children in their home and nursery setting. | <p>Term 1</p> <p>Term 1</p> <p>Term 6 & Term 1</p> | <p>Head of School & PLT</p> <p>Head of School & PLT</p> <p>EYFS & Key Stage 1 Leader</p> | <ul style="list-style-type: none"> By the end of Term 1 PLT have conducted Pupil Survey to gain pupil views. PLT create an action plan to address key areas of concern for pupils by the end of Term. PLT to track impact of views and resurvey pupils at the end of Term 6. | <ul style="list-style-type: none"> Pupil Survey Results. PLT to present survey results and action plan to Governing Body link governor in Term 2 2016. |
| 2.2 | <ul style="list-style-type: none"> To maintain and develop our support of children at risk of dyslexia and presenting with dyslexic tendencies. Consider a specific intervention for dyslexia such as a subscription to Lexia. Purchase exercise books with cream pages for use within lessons. Ensure that whiteboards do not have a white background. Consider the use of talking tins/whiteboards to support dyslexic children with drafting their ideas verbally. Purchase ACE spelling dictionary to support children and ensure that teachers are trained to use as well. Update staff training on dyslexia. | <p>Ongoing</p> <p>Costings in Term 6</p> <p>Term 6</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 6</p> <p>2016-2017</p> | <p>SENCO</p> <p>Headteacher</p> <p>SENCo</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>SENCo</p> <p>SENCo</p> | <ul style="list-style-type: none"> Children identified as at risk of dyslexia make good progress e.g. WT 3 to WT4. Costings for Lexia sought and cost benefit analysis undertaken. Exercise books available in school from term 1 for children to use as required. Classroom audit completed by SENCo and actions identified with date for implementation. Identified children have a named ACE dictionary to support spelling. Training planned for Term 2 or 3 depending on Lexia purchase. | <ul style="list-style-type: none"> SENCO to monitor progress of children on SEN register. Report to SEN Governor on cost benefit analysis Lexia and decision re purchase. SEN classroom audit reported to SLT and SEN Governor with key actions needed identified. |

| | | | | | |
|-----|---|------------------|----------------------|---|--|
| 2.3 | <ul style="list-style-type: none"> Further develop the use of Thrive to support children with social, emotional and behavioural difficulties. Develop a whole school approach for monitoring all children to give equal and fair access. Train two new practitioners to support 1:1 work and whole class screenings. Involve parents in 1:1 screening and action plans so that home and school can work together to support children with difficulties. | Term 6 | Headteacher | <ul style="list-style-type: none"> Thrive Practitioner training completed and passed by the end of Term 2. Whole Class Screenings completed in Terms 2, 4 and 6 and a class target selected. The Thrive approach to be considered when reviewing school policies to see how it can support e.g. Behaviour Policy, Anti-Bullying Policy and Assessment for Learning. An increase in the number of children with age appropriate emotional development. | <ul style="list-style-type: none"> Children on a thrive action plan have their progress tracked through the online assessment tool. Impact of thrive reported to SLT by SENCo. Whole class screening shows progress in children's emotional well-being. |
| | | Term 6 | Headteacher | | |
| | | Term 5 to Term 2 | Class Teacher & TA | | |
| | | Ongoing | Thrive Practitioners | | |

Develop a school environment that supports and enriches the curriculum:

| | | | | | |
|-----|--|----------------|-----------------------|---|---|
| 3.1 | <ul style="list-style-type: none"> To further develop the outside area so that it meets the requirements for Forest School for our youngest children making it more accessible for all of our learners. To make the on-site Forest School base accessible to children with disabilities. To adapt activities within Forest School to ensure that all children can access them. Consider children's additional needs when completing the activity risk assessments. | Term 6 onwards | Forest School Leader | <ul style="list-style-type: none"> Forest School can be undertaken safely on the school grounds from Term 1 onwards. Create a plan for how the Forest School site could be made more accessible e.g. disabled access. Create a costed plan and long-term implementation plan. All children are able to be included in residential trip, visits and forest School. | <ul style="list-style-type: none"> Governors to monitor participation in school trips and visits. Forest School is available on site and accessible to all. Governor to monitor and report on Forest School to Governing Body (PK) |
| | | On-going | | | |
| | | On-going | | | |
| | | On-going | | | |
| 3.2 | <ul style="list-style-type: none"> Keep under review the actions from the Accessibility Audit to ensure that the school is as accessible as possible to all learners. | On-going | Executive Headteacher | <ul style="list-style-type: none"> Accessibility Action Plan is fully implemented. | <ul style="list-style-type: none"> Annual report to Governing Body. |

| Strengthen children's understanding of British Values and Diversity within the UK: | | | | | |
|--|---|--------|---------------|--|--|
| 4.1 | <ul style="list-style-type: none"> To review Cycle A of the Curriculum Map to embed issues of diversity and British Values within the topics being taught as per Cycle B. Embed Big Questions within Cycle A of the Curriculum Map to get children to consider issues of Britishness, prejudice and discrimination. Hold an annual Diversity Week to promote discussion and understanding of diversity and equality. Take part in National Anti-Bullying week and create a whole school display and share information with parents. | Term 6 | SLT | <ul style="list-style-type: none"> Cycle B of the Curriculum Map is fully reviewed and all topics have links to British Values. Each topic has a Big Question attached that encourages children to develop and challenge views and opinions. Diversity Week challenges stereotypes and prejudice. Children take part in Anti-Bullying Week and there is a reduction in the number of bullying incidents. Bullying incidents are logged in line with the Anti-Bullying Policy and the Bullying stops as a result of actions taken. | <ul style="list-style-type: none"> Governors to attend curriculum planning day to review provisions being made. Governor visits and reports to be undertaken during Diversity and Anti-Bullying Weeks. |
| | | Term 6 | SLT | | |
| | | Term 3 | Teaching Team | | |
| | | Term 2 | SLT | | |

| Ensure best practice in health and safety and equality practice | | | | | |
|---|--|-------------------------|-----------------------|--|--|
| 5.1 | <ul style="list-style-type: none"> Keep under review all the physical access requirements outlined in our Access Audit. | On-going | Executive Headteacher | <ul style="list-style-type: none"> Accessibility action plan is fully implemented. | <ul style="list-style-type: none"> Annual report to full Governing Body. |
| 5.2 | <ul style="list-style-type: none"> All visits undertaken to be inclusive and the needs of any children with additional needs fully considered when planning the trip. Reasonable adjustments to be made so that children with disabilities are able to access the full trip experience. Full risk assessment for visits undertaken to support children with disabilities and all teaching staff undertaking risk assessments to be appropriately trained. | Class Teachers | On-going | <ul style="list-style-type: none"> All children are able to access the visits that are offered to children. EVC to check risk assessments to ensure that reasonable adjustments are made where needed. All risk assessment to be completed on Exeant where all adjustments can be recorded as evidence. | <ul style="list-style-type: none"> Governors to monitor participation in school trips and visits. H&S Governors to have monitoring access to Exeant. |
| | | EVC & Teachers | On-going | | |
| | | EVC & Teachers | On-going | | |
| 5.3 | <ul style="list-style-type: none"> Embed Equality understanding into decision making. Establish a schedule of EIAs for policies as reviewed. Provide Equality and Diversity training for all staff and Governors to improve their understanding of the implications of the Equality Scheme. | Governors | On-going | <ul style="list-style-type: none"> EIAs are undertaken for key policies and ensure that no protected characteristics are disadvantaged. Equality training is organised for term 3 and all staff and governors attend. Staff and governors judge the quality of the training as good. | <ul style="list-style-type: none"> EIA's and their outcomes reported to Governing Body. Governors to attend Equality Training. |
| | | Headteacher | On-going | | |
| | | Headteacher & Governors | Term 3 2017 | | |

