

Wickford Primary School Equality Scheme

Overarching Statement

- In accordance with our mission statement we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is Responsible?

The governors are responsible for:

- Making sure the school complies with the relevant equality legislation and for ensuring that the school Equality Scheme and its procedures are followed.

The Headteacher is responsible for:

- Making sure the school Equality Scheme and its procedures are followed.
- Making sure the race, disability and gender equality 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:
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents:
- Being able to recognise and tackle bias and stereotyping:
- Promoting equal opportunities and good race relations:
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- Keeping up to date with the law on discrimination;
- Taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- Knowing and following our Equality Scheme.

Race Equality Plan

Introduction

This plan sets out how Wickford Primary School will work to promote race equality.

The plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

Ethnic Monitoring

We monitor the progress of all our pupils with reference to race so that we can ensure that all groups of pupils make expected progress whilst at our school. Where children do not make the expected progress we use booster groups and other interventions (for example for children with special needs) to ensure that we have a suitable programme for their needs. We use information from DfE as well as our own internal monitoring to ensure that all pupils have a teaching and learning programme appropriate to their needs.

Impact Assessment

The Race Equality Policy been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000.

Other policies reviewed in light of the equality plan are; Inclusion Policy, Multicultural Policy.

The outcome of this was to update and amend the policies in March 2008 taking into account changes in school procedures. The policies will be assessed annually by the Governing Body.

How Policies area practice are monitored.

All our policies are monitored by the Governing Body on an annual basis. We review the attainment of our pupils by ethnicity annually and where any group is seen to be underachieving an action plan would be included as part of the school improvement plan. The school updates policies regarding employment issues in line with recommendations from the LA.

How information gathered is used.

Where information shows that there are weaknesses in our policies or teaching and learning arrangement amendments are put into place immediately and the governing body informed. Where policies have to be amended the governing body is asked to review them at the next available meeting.

Staff Development

Staff development opportunities include support on developing cross-cultural learning links and aspects of race relations education as and when needed. For example, all staff will be made aware of and asked to contribute to the equality scheme and made aware of any changes in the Racial Equality Policy.

Annual Reporting

In relation to the Action Plan below and linked to the School Improvement Plan through monitoring at curriculum governor meetings and full governor meetings as appropriate during the spring term meetings.

Signed_____ Chair of Governors

Signed_____ Headteacher

Action Plan to address the General Duty to Promote Race Equality
All the actions below are in addition to procedures outlined in Race Equality Policy

	<u>Actions</u>	<u>By Whom</u>	<u>Time Scale</u>	<u>Completed by:</u>	<u>Evidence/success criteria</u>
Promote equality of opportunity	Monitor progress of all pupils re ethnicity to ensure all groups make expected or better progress.	Inclusion manager	Annually through use of DfE information and SEN monitoring	July of each year	Attainment of all groups of pupils is broadly equal.
	Ensure curriculum resources are appropriate	Subject leaders (Monitored by HT)	Annually	July each year for amendment in September	Resources up to date
Eliminate unlawful discrimination	All staff to be aware of their responsibilities in within policy	Headteacher	Ongoing	September each year in staff meeting	All incidents reported to HT or DHT immediately.
Eliminate racist harassment	Staff aware of procedure of reporting incidents to HT	All staff	Ongoing	September staff meeting	All incidents reported. Children survey
Promote good relations between different ethnic groups	Ongoing assemblies, displays, curriculum to promote understanding.	All staff	Ongoing	Review annually for effectiveness (July)	Reduction in racist incidents reported
Monitoring of the Race Equality Policy	Review of effectiveness of policy, amendments as necessary	GB/Headteacher	Annual	Summer 19	Policy approved by GB and amendments noted in minutes

Disability Equality Plan

Introduction

This plan sets out how Wickford Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse impact on his or her ability to carry out normal day to day activities.

This plan addresses out specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

Involvement of Disabled People

The Headteacher, Terry Flitman, wrote the scheme. He involved disabled people in its formulation by showing a draft to parents who have a child with a disability. The outcomes of this have been shown in the action plan.

Impact Assessment

The following policy has been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Needs and Disability Act 2001.

Inclusion Policy
Special Educational Needs Policy
Policy for Supporting pupils with long term absence.

This outcomes of this were that both policies have now been updated accordingly. These will be further reviewed annually.

How Policies area practice are monitored.

All our policies are monitored by the Governing Body on an annual basis. We review the attainment of our pupils by ethnicity annually and where any group is seen to be underachieving an action plan would be included as part of the school improvement plan.

The school updates policies regarding employment issues in line with recommendations from the LA.

How information gathered is used.

Where information shows that there are weaknesses in our policies or teaching and learning arrangement amendments are put into place immediately and the governing body informed. Where policies have to be amended the governing body is asked to review them at the next available meeting.

Staff Development

Staff development opportunities include support on developing understanding and training for individual pupils with disabilities as needed. For example, all staff have received training on supporting children on the autism spectrum and those teachers and staff working directly with pupils with autism receive specialist support and training.

Annual Reporting

In relation to the Action Plan below and linked to the School Improvement Plan through monitoring at curriculum governor and full governor meetings as appropriate during the spring term meetings.

The next race equality plan will build upon this plan's actions, the results of monitoring, and other information.

Action Plan for Disability Equality Duty

	Actions	By Whom	Start	Finish	Evidence
Promote equality of opportunity between disabled and other persons	All staff to be aware of legislation – include in staff handbook	Headteacher	Included in updated staff handbook	Ongoing	In staff handbook – minutes of staff meetings
	Staff to be aware of range of needs included as disability	Headteacher	Ongoing	Ongoing	As above
Eliminate unlawful discrimination	HT aware and all policies regarding disability followed for recruitment.	Headteacher/GB	Ongoing	Ongoing	Policies for recruitment followed
	All reasonable steps taken to ensure staff with disabilities able to fulfill work needs.	HT/GB	Ongoing	Interview to discuss needs ongoing basis	Report to GB annually
Eliminate harassment related to disabilities	Ensure all staff and pupils aware of need to report and concerns to HT or DHT	Inclusion Manager	Ongoing	Ongoing	Report to GB annually
Promote positive attitudes to disability	PHSE curriculum supports understanding	Inclusion manager	Ongoing	Ongoing	Inclusion Quality Mark sustained
Encourage participation by disabled people	All pupils access all activities Ensure parents with disability have access to school events	Clubs open to all/curriculum meets needs of all learners, monitored by Inclusion manager	Ongoing		Pupil – through attainment and participation Parents – survey forms
Take steps to take account of disabled people's disabilities	PHSE curriculum promotes understanding. Views of stakeholders sought and action taken.	Programme of individualized support in place.	Ongoing		All staff and pupils have full access to school.

Accessibility Plan, as required by the Special Needs and Disability Act (SENDA) 2001

	Actions	By Whom	Start	Finish	Evidence
Improvements to access to the curriculum	All pupils have access to whole curriculum – individualised adjustments made	Inclusion Manager	Ongoing		All pupils make expected progress Access to all activities
Physical improvements to increase access to education and associated services	Disability Action Plan complete including ramps, visual support, hearing loops Ongoing monitoring to ensure school is reactive to future needs	HT	Completed		Pupils, staff and parents able to access all aspects of school life. Report to governors annually
Improvement in the provision of information in a range of formats for disabled pupils	Support from EAL service and use of advisory teams to access on individualised basis.	HT/DHT	Ongoing		Pupils make expected or above progress in all curriculum areas.

Gender Equality Plan

Duties

This plan sets out how Wickford Primary School will work to address the General Duty to promote gender equality.

The plan addresses our Specific Duties under the Equality Act 2006.

Impact Assessment

The following plans have been assessed in regard to the school's duties:

All school curriculum policies

All staff policies are followed in line with local authority guidelines.

We are satisfied that at the current time no further action is required in support our obligations. However, we will monitor our policies and structures regularly to ensure that we meet them.

Gender Monitoring

Attainment of boys and girls is analysed annually to ensure that support given where there is underachievement.

How information gathered is used

When our analysis shows the need to support particular groups of children we will take the following actions:

1. Ensure the use of learning programmes to support learning.
2. Review our practice to learn how best to support gender groups.

Staff Development

All staff receive equal entitlement to development in line with school policies.

Annual Reporting

The Headteacher will report annually to the Governors during the Spring term meeting.

The next gender equality plan in Autumn 2019 will build upon this plan's actions, the result of monitoring, and other information.

Action Plan to address the Gender Equality Duty

	Actions	By Whom	Start	Finish	Evidence
Eliminate unlawful discrimination	School follows discrimination procedures and has policies in place to support equality	GB/HT	Ongoing – reviewed annually	Ongoing	Policies in place and rigorous. Any complaints dealt with in line with procedures
Eliminate harassment related to gender	Staff complaints procedure supports staff and ensures all staff are able to bring complaints forward School ethos promotes respect for all stakeholders	HT/GB	Ongoing	Ongoing	As above
Promote quality of opportunity between men and women	School follows recruitment procedures. Sex of candidate not a consideration when making appointments	GB/HT	On-going basis	Ongoing	Interview procedures followed strictly and records of evidence of questioning kept.
Promote equality of opportunity between boys and girls	Curriculum monitored to ensure all groups are supported All curriculum areas open to all. Girls football and ICT clubs to support underachievement in these areas	HT/DHT	Through Raise online – November each year	Annual	Statistical evidence through participation in groups and analysing of results