



Arthur Bugler Infant School

Equality Scheme 2013-2014

This is a working document which will be monitored and reviewed annually.

1. Policy statement

a) In accordance with our mission statement

At Arthur Bugler Infant and Junior Schools we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, socio-economic background, sexual orientation and age. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability, sexual orientation and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. At Arthur Bugler Infant and Junior Schools we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 context and implementing all necessary actions in relation to: ethnicity, religion or belief, and 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 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.

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 schools' 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 12 below to promote community cohesion.

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

Language – Junior School: (11 pupils) 5.5% of pupils have language other than English
Infant School: 6. 5% of pupils have language other than English - national figure is 17.5%.

Ethnicity – Junior School 91% White British/9% other, Infant School 90.7% White British/9.3% other – national figure is 74.8% White British/25.2% - figures based on compulsory school aged children.

FSM : 22% in the Junior School and 14.9% in the Infant School.

Religion/belief context of the schools:

The schools have a Christian ethos but we celebrate other faiths and festivals throughout the year.

Socio-economic context of the school:

Housing is generally privately owned. Most pupils attending the school are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average.

An analysis of Junior School data (Raise on line 2012) showed girl's attainment in English was higher than boys. More able boys' attainment in Maths and English was lower than the girls. School Action pupils attainment is lower than the national average.

An analysis of Infant School data (Raise on line 2012) showed that end of Y2 outcomes for both boys and girls were above the national average in all subjects but in all subjects girls' attainment is higher than boys. Free School Meals children attained lower APS scores in all subjects compared to non FSM pupils and FSM pupils attained lower APS scores in maths when compared to national data.

4. Responsibilities

The Chair of Governors takes lead responsibility but the governors as a whole are responsible for:

- drawing up, publishing and implementing the schools' equality objectives;
- making sure the schools comply with the relevant equality legislation; and;
- making sure the schools' Equality Schemes and 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 schools' 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 carers 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 Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements. The Headteacher will identify CPD needs in relation to the provision of equality of opportunity through an annual audit of development needs and the implementation of an action plan to address those needs and to ensure we can meet the requirements of our Equality Objectives.

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. This document will also be available on the Schools' websites.

The scheme will be kept under regular review .

7. Reporting on progress and impact

A report on progress will be published annually by the governors via the Schools' websites and prospectus at the end of each school year. 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.

The schools will seek the views of the whole school community through an annual questionnaire, the outcomes from which will partially form the objectives of the revised action plan. This will be supported by thorough data analysis of pupils' achievement and by the schools' own self evaluation processes.

9. How we chose 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:
- III. Target Tracker, Raise on Line, Local Authority annual data analysis, in-school teacher assessment data.
- IV. and from involving relevant people (including disabled people) from the start in the following way:

Parent Forums, questionnaires and liaison with visitors to the school.

The evidence is 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 2013-14 (focused on outcomes rather than processes)

(To be kept under regular review)

To improve the attainment of Pupil Premium children in English and Maths (Infant School and Junior School)
To improve progress of vulnerable pupils and monitor the progress of groups of learners to ensure appropriate progress is made.
To improve the attainment of boys in English (Junior School) and to improve the attainment of boys in Writing (Infant School).
To improve the attainment of School action pupils in English and Maths (Junior School) and School Action Plus pupils in English and Maths (Infant School)
To improve children's understanding of diversity: continue to foster zero tolerance of racial/religious/cultural intolerance through a range of multicultural topics across the curriculum and assemblies.
Broaden children's knowledge and understanding and raise attainment of vulnerable groups: use our skills based curriculum and our topic approach to broaden access to an engaging, interesting and relevant learning experience for all groups and abilities.
To improve parental involvement and understanding in the schools: offer a range of opportunities (phonics awareness, maths support sessions, termly parents consultations) to parents to extend their ability to support their children's learning at home.
Improve children's cultural awareness: continue to develop links with schools in local, national and international spectrum to develop children's understanding of their immediate and wider surroundings.

To ensure the school is accessible to all: monitor access into and around the school and buildings for all stakeholders and adapt as required to the changing needs of the school population.

Increase staff awareness when working with children with complex needs: training to increase staff knowledge and consequently learning opportunities for groups, including ASD, LAC, children with behaviour and social needs and other moderate, complex and severe learning needs.

Increase tolerance and respect for others: to challenge and show zero tolerance of any use of homophobic/racist language used on the school premises.

Children to start at school with improved basic skills, strengthening curriculum links with local pre-school providers to enable and prepare all groups, especially pupils with low literacy levels for communication and phonics work at school.

Embed the whole school Code of Conduct with adults and children.

11. Access Plan 2013-14

This relates very closely to the disability elements of the equality objectives in Section 10 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)
1) Improvements in access to the curriculum	<ul style="list-style-type: none">• Inclusive classroom climate walks;• Lesson observations;• Monitoring of planning and pupils' work to ensure broad and balanced coverage and access• Continued use of the skills based curriculum, monitoring its impact on vulnerable groups;• Training for teachers and teaching assistants ensuring their knowledge and understanding of working with vulnerable groups;• Continue Pupil Progress meetings to ensure that all groups are monitored and are given opportunity to make progress;• Intervention strategies to ensure that all identified

	<p>groups make progress;</p> <ul style="list-style-type: none"> • Monitoring and evaluation of IEP targets; • Continued improvement of transition between key ;stages and year groups, including visits to pre-schools; • Increased number of visits from ethnic and multicultural groups.
2) Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • Investigation of auditory and visual aids as and when required; • Continue to monitor appropriate wheelchair access as and when needed; • Investigate the possibility of adult disabled toilet in the main building of the Junior School; • More handrails within school where needed.
3) Improvements in the provision of information in a range of formats for disabled pupils.	<ul style="list-style-type: none"> • Investigate the provision of auditory and visual aids as and when required; • Use large print, coloured paper and overlays, additional time, scribe and translation during statutory assessments as required and during daily classroom work if needed; • Investigation of ways to make the school website for people with disabilities and for people with English as an additional language; • Use of one to one support where required to enable specific pupils to have access to all areas of the school.

12. Community Cohesion Plan 2013-14

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)
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<p>1) Teaching, learning and the curriculum</p>	<ul style="list-style-type: none"> • Revise and review teaching and learning plans to ensure a broad and diverse multicultural curriculum • Provide training for teachers and teaching assistants to develop greater knowledge and awareness of multicultural education and learning • RE activities to develop a greater understanding of major festivals in world religions, eg. Divali • Foster links with international schools wherever possible • Build on existing theme days • Use Geography to find out about other nations and cultures
<p>2) Equity between groups in school, where appropriate</p>	<ul style="list-style-type: none"> • Use of pupil performance data to track vulnerable groups and to ensure good progress across all groups • Monitor curriculum planning to ensure sufficient emphasis is given to the learning needs of different groups of pupils • Expand the range of free and low cost clubs available to all • Ensure the costs of trips and activities are kept to a minimum to reduce the pressure on vulnerable families
<p>3) Engagement with people from different backgrounds</p>	<ul style="list-style-type: none"> • Local church groups supporting our curriculum through visits to the school, taking assemblies and children visiting places of workshop. • Invite local groups into school to support learning and raising awareness of the local community • Organise more visitors into the school representing different religions, cultures and groups • Continue to organise Language and Culture Week, celebrating diversity • Invite parents and carers from the local school community to share their experiences and skills

Equality Statements

Pupils' attainment and progress

The schools expect the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The schools recognise and value all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

The schools provide an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups, including Gypsies and Travellers;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils with a disability;

- pupils who are in public care;
- pupils who are at risk of disaffection and exclusion;
- lesbian, gay or questioning young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the schools.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

The schools provide appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with schools' policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

The schools expect high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our schools take this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The schools will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access schools' information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

The schools encourage participation of under represented groups in areas of employment; e.g. through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The schools work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The schools' premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

Steps are taken to ensure the schools' admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

The schools will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The schools adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Thurrock County Council guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our schools' employment practices.

Everyone associated with the schools is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

The schools oppose all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our schools reflect the experience and backgrounds of pupils promote diversity and challenge stereotypes. They are reviewed regularly to:

- ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- celebrating any languages we have within the school community;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'...any incident which is perceived to be racist by the victim or any other person...'

Types of discriminatory incident

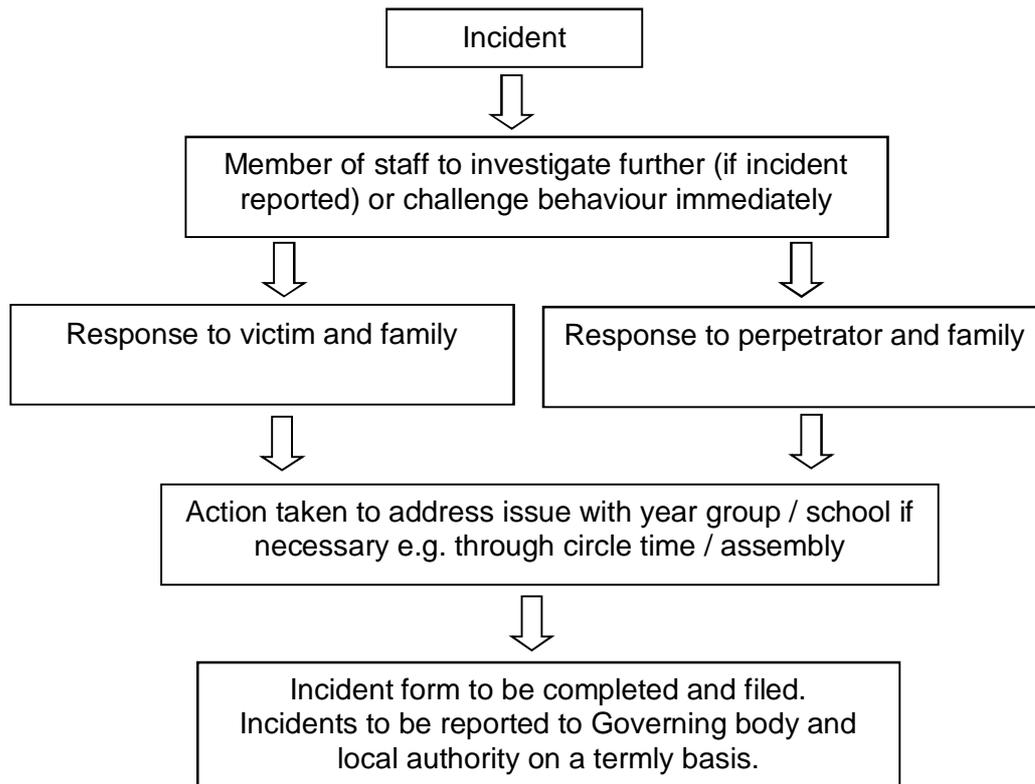
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting is outlined below:



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our schools' policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

Ratified by Governing Body: September 2013

Review Date: September 2014