

# Masefield Primary School



## Equality Scheme

**2020-2023**

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

## **Inclusion**

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

## **Policy statement**

- a) In accordance with our Mission Statement and school values and school ethos 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 policies and practices implementing 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.

## **Statutory requirements**

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

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.

## **Community cohesion**

Almost all our pupils are from a White British background; therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many culture and beliefs. The social context of the area indicates that we are in a mixed social area of Bolton. The proportion of pupils known to be eligible for free

school meals is slightly above national average. The proportion of disabled pupils and those with special educational needs is slightly below national average.

### **Responsibilities**

One named governor Mrs Sarah Prendergast 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 Head of School 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.

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.

Mrs Lisa Whittaker and Miss Gemma Yapp are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

### **Staff development**

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

### **Publication and review**

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the schools website.

The scheme will be kept under regular review for three years and then replaced in September 2020.

### **Reporting on progress and impact**

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2018, 2019 and 2020. 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**

As a school we carry out rigorous monitoring and analysis of all pupils and their progress half termly, termly and annually so the Head of School, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head of School, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the school office.

### **How we chose our equality objectives**

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

- i. from the monitoring and analysis of pupil progress including the monitoring of all identified groups.
- ii. from the following data- ASP, schools own tracking system, pupil progress and teacher assessment records, assertive mentoring records and pupil files. SEN and behaviour files
- iii. and from involving relevant people (including disabled people) from the start in consultation and discussion.

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,
  - gender and gender identity,
  - disability,
  - sexual orientation and
  - age.

## Equality Objectives 2020-2023

<b>Equality objectives</b>
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
To raise attainment of Gifted and talented pupils throughout the school.
To improve the outcomes for lower ability pupils and those with special educational needs.
To increase the understanding and respect for different cultures and religions from their own.
To improve the outcomes for pupils in Key Stage 1.

<b>Evaluation of Equality objectives July 2021</b>	
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	
To raise attainment of Gifted and talented pupils throughout the school.	
To improve the outcomes for lower ability pupils and those with special educational needs.	
To increase the understanding and respect for different cultures and religions from their own.	
To improve the outcomes for pupils in Key Stage 1.	

<b>Evaluation of Equality objectives July 2022</b>	
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	
To raise attainment of Gifted and talented pupils throughout the school.	
To improve the outcomes for lower ability pupils and those with special educational needs.	
To increase the understanding and respect for different cultures and religions from their own.	
To improve the outcomes for pupils in Key Stage 1.	

<b>Evaluation of Equality objectives July 2023</b>	
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	
To raise attainment of Gifted and talented pupils throughout the school.	
To improve the outcomes for pupils with lower ability pupils and those with special educational needs.	
To increase the understanding and respect for different cultures and religions from their own.	

To improve the outcomes for pupils in Key Stage 1.	
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### 11. Access Plan 2020-2023

This can relate 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.

	<b>Objectives</b>
i. Improvements in access to the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly 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.
ii. Physical improvements to increase access to education and associated services	To improve access and make positive adjustments for disabled pupils.
iii. Improvements in the provision of information in a range of formats for disabled pupils	To further develop all information given to pupils and their parents ensuring it is accessible.

	<b>Evaluation of objectives July 2021</b>
i. Improvements in access to the curriculum	
ii. Physical improvements to increase access to education and associated services	
iii. Improvements in the provision of information in a range of formats for disabled pupils	

<b>Evaluation of objectives July 2022</b>	
i. Improvements in access to the curriculum	
ii. Physical improvements to increase access to education and associated services	
iii. Improvements in the provision of information in a range of formats for disabled pupils	

<b>Evaluation of objectives July 2023</b>	
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## 12. Community Cohesion Plan 20-23

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>Objectives</b>
i. Teaching, learning and the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly 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.
ii. Equality between groups in school, where appropriate	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.
iii. Engagement with people from different backgrounds, inc. extended services	To increase the understanding and respect for different cultures and religions other than their own

	<b>Evaluation of objectives July 2021</b>
i. Teaching, learning and the curriculum	
ii. Equality between groups in school, where appropriate	
iii. Engagement with people from different backgrounds, inc. extended services	

	<b>Evaluation of objectives July 2022</b>
i. Teaching, learning and the curriculum	
ii. Equality between groups in school, where appropriate	
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