



EQUALITY SCHEME

Author/Person Responsible	<i>Kirsty Robson</i>
Date of Ratification	<i>March 2021</i>
Review Group	<i>SC3</i>
Ratification Group	<i>FGB</i>
Review Frequency	<i>Annual</i>
Review Date	<i>March 2022</i>
Previous Review Amendments/Notes	<i>New KCSIE guidance Sept 2021</i>
Related Policies	<p>Allegations against staff; Attendance; Behaviour & Discipline; Child protection; Code of Conduct; Complaints; Confidentiality; Educational Visits; Equal opportunities(including anti-bullying); Grievances; Health and Safety; Medical Needs (including intimate care); ESafety (along with separate parent/carer acceptable use and staff acceptable use policies); Race equality; SEN; and Whistle-Blowing.</p>
Chair of Governor's Signature	



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Equality Scheme	DATE:	27/01/20
EIA CARRIED OUT BY:	Kirsty Robson	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.



St Michael's Primary School

Equality Scheme

Introduction

This Equality plan is created with due regard to the following acts;

- Race Equality Act
- Disability Act 2005 and Disability Equality Act 2006
- Gender Equality Act 2007

The implementation of this plan will be carried out over five years scheduled in the following Equality Plans in Appendix 1

Rationale

St Michael's Church of England Primary School recognise in its Christian foundation the fundamental respect for all human beings regardless of race, gender, disability, religion or economic status and seeks to provide equal opportunities for its pupils, staff and other members of the school community.

Roles and Responsibilities

All governors are responsible for:

- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed.

Their role will be to

- champion Diversity and Equality across the school community; and
- monitor compliance with both the overarching policy and the individual equality plans

The head teacher 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;



- reviews and reports annually on the Equality Plan to parents;
- 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; and
- dealing with reports of hate-incidents.

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; and
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Conclusion

The Governors wish to ensure that the School implements the Equality Scheme to fulfil the equality for all members of the school community. They will, therefore, review this policy periodically.



St Michael's Church of England Primary School

Race equality plan 2019-2023

TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	SUCCESS CRITERIA
Revise Race Equality Policy	Staff and governors to review policy	Policy fulfil legal obligations and reflect schools commitment to equality for all	Spring 2019	Policy agreed by governors – linked to accessibility and gender plans
Identify attainment for all children regarding ethnic background relating to progress from all results available	Use teacher assessment, SAT data, optional data and EYFS profile to direct the need for different teaching strategies	Identification of children's progress with regard to teaching, learning and progress	On going	Trends identified strategies for teaching and learning employed to ensure individual progress
Ensure appropriate role models presented in curriculum	Ensure school library and reading books by designated teacher present other cultures in the reading resources of the school Other outside agencies will also be used to advise and present role models	Continued renewal of resources presenting different cultural models	Spring 2020	Children presented with materials supporting Race Equality Policy



<p>To promote common values and to value diversity.</p>	<p>Use of outside agencies eg SARI, EMTAS</p> <p>Also staff will use opportunities whilst planning to promote common values and diversity in children's learning.</p> <p>'Faith days' in school led by RE subject lead</p>	<p>School community made aware of other religions and cultures in school</p>	<p>Ongoing</p>	<p>Ensure tolerance of all religions and celebrate differences of all members of the school community</p>
<p>Awareness and celebration of ethnic diversity is part of the curriculum</p>	<p>Team leaders to ensure that opportunities of ethnic diversity is included in planning topics throughout the year</p> <p>Develop Assembly themes to include other religious festivals e.g. Chinese New Year, Diwali, Eid etc</p>	<p>Opportunities of awareness of different religious and cultural beliefs are explored by children in all years</p>	<p>ongoing</p>	<p>Evidence of cultural diversity learning is evident in examples of children's learning</p>
<p>All members of school community feel valued in their ethnic origins</p>	<p>Continue to monitor the diversity of ethnic backgrounds in school and be aware of cultural needs</p>	<p>Ethnic monitoring through school administration</p>	<p>Ongoing</p>	<p>Staff fully aware of cultural background of all children continuing to ensure high pastoral care in school</p>
<p>Wide variety of experiences and opportunities for all children in school</p>	<p>Opportunities to include visitors, visits, special events for festivals, arts in different cultures and curriculum diversity</p>	<p>Children aware of other cultures besides their own</p>	<p>Ongoing</p>	<p>Greater understanding of the cultures of all members of the school community</p>



Build successful links with other countries throughout the world	Opportunities for children to communicate with children from other places in the world	Children can understand the similarities and differences of other children in the world	Summer 2020	Successful participation in linking with other communities in the world.
Review of practice and policy in school recognising diversity of resources from other ethnic backgrounds in the curriculum	Identify inequalities by information gathering and discussion set against criteria of policy	Identification of groups who need positive support. Practice and policy change to reflect any decisions made	Summer 2021	Inequalities addressed within procedures of school.
To ensure attendance of ethnic minority children is in line with White British	Monitor attendance with EWO	Attendance to improve Monitor individuals and act upon absences	Ongoing	Improved attendance figures



School accessibility plan 2019-2023

Curriculum

Outcome	Description of development actions	Resources required	Lead responsibility	Timescale
Revise policies to ensure equal opportunities and accessibilities	Review by governing body to have regard for equal opportunities and accessibilities	Standards Committees 1,2 and 3 and FGB meetings	FGB Standards Committee 1	Ongoing
Regular visits by other ability and disability groups such as elderly community members, Mothers and toddlers	Continuation of links with groups and initiatives to make new links	Timetabling of classes to work with visitors	EP	Ongoing
Increased awareness of disabilities and what can be achieved	Promote positive attitudes towards disability by celebrating and highlighting key events e.g. paralympics, TV events, etc	Organisation resources	All staff	Ongoing
	To inform children of effects of disability by initiating fundraising and charity involvement in school either by initiating from staff or pupils e.g. diabetes week, children's hospice,	Hall time, arrange visitors and representatives from charities, parent helpers,	Monitored by KR	Ongoing (at least three opportunities a year for children to fund raise for charities)



	Paralympic athlete visits in school			
	Ensure school library and reading books by designated teacher of present positive role models	Library resources	English subject leader	Medium term



School accessibility plan 2019-2023
Information

Outcome	Description of development actions	Resources required	Lead responsibility	Timescale
All rooms to have Braille name signs	Update signs and replace redundant signs	£300	FH	Short term



School accessibility plan 2019-2023
Buildings

Outcome	Description of development actions	Resources required	Lead responsibility	Timescale
All classrooms accessible Long term plan of replacement and sustainability	To explore viability of replacing Elliots with improved access for wheel chair users	To be assessed	PREMISES GOVERNORS	Long term
All trip hazards are clearly marked	White lines to indicate steps and potential hazards	Paint	Caretaker	Annually



St Michael's Church of England Primary School

Gender equalities plan 2019-2023

	TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	SUCCESS CRITERIA
SHORT TERM	Ensure new curriculum plan identifies where alternatives will need to be provided to enable all pupils to gain experience and/or understanding	Team leaders/ teachers to scrutinise relevant planning to identify any possible barriers to understanding and/or experience and to suggest alternatives.	Alternatives are provided where a barrier to understanding might impede access	Ongoing	Children have equal entitlement to reach the same levels of understanding and knowledge and skills as other pupils
	Identify the trends within attainment for girls and boys relating to progress from all results available	Use teacher assessment data, and foundation stage profile to direct the need for different teaching strategies	Trends identified and assessed	Ongoing each year	Trends identified strategies for teaching and learning employed to address negative trends
	To ensure that staff recruitment is based on the criteria to provide equality of opportunity all genders.	Ensure that the criteria is specific and clear for all to use	Staff recruitment is completed in a non discriminatory way following agreed school procedures including safeguarding	On going	Staff recruited are the best fit for the posts available
	To provide a wide range of sporting opportunities to all pupils	Run a girls' football club Encourage boys and girls to attend after-school sports clubs e.g. football, netball, tag rugby, cricket	Range of sports activities on offer	Ongoing	Girls attending football club, boys attending netball club, mixed teams representing schools



MEDIUM TERM	Review Sex and Relationship Policy with regard to delivery and content	Consultation with staff and governors	New policy informs balanced and appropriate curriculum	Summer 2020	Sex and Relationships Policy revised and agreed reflects balanced and appropriate approach for all children
	Ensure appropriate role models presented in independent areas of learning	Audit of school library and reading books by designated teacher of library resources	Planned purchase of new resources for all children presenting different role models	Spring 2020	Children presented with materials supporting Equal Opportunities Policy
LONG TERM	To continue to increase the number of male role models within the school, either staff or volunteers	Include male visitor role models in curriculum opportunities including fathers. To DBS check male volunteers for help in school and sports clubs	Increased number of men in school community	Ongoing	Fathers are encouraged to assist in school and after school and children are aware of their role within the community, work place, etc.
	To consider job shares and flexible hours of work for vacancies	To assess the needs of the employee and needs of the school (especially the children) when considering flexible working practices. Identify check list of employees needs and school's needs to help with decision making.	Posts for new staff could include a wide range of work practices	Ongoing	All staff could be considered for more flexible working practices if requested
	Review of practice and policy in school assessing amount of gender bias in the curriculum	Continue to identify inequalities by information gathering and discussion set against criteria of Equal Opportunities Policy	Identification of groups who need positive support. Practice and policy change to reflect any decisions made	Spring 2021	Inequalities addressed within procedures of school.