



White Court School Equality Scheme

2016-2019

Proposed September 2016

White Court School - Equality Scheme



1. Policy statement

- a) In accordance with the aims and objectives of White Court School and Early Years 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 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.

Reference should be made to the School Prospectus and School Policies on

- *Teaching and Learning*
- *Behaviour*
- *Attendance*
- *Admissions*
- *Child Protection*
- *Safer Working Practices*
- *Recruitment*
- *Code Of Conduct*
- *Educational Visits*

2. Statutory requirements

The equality objectives in the Action Plan below address our duties under current equality legislation, up to and including the Equality Act 2010 (Amendment) Bill 2014. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

The Accessibility Action Plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 Schedule 10.

The Community Cohesion Action Plan below addresses our duty under the Education and Inspections Act 2006.

The school will review all policies as part of a rolling programme to reflect recent legislation.

3. Community cohesion

The School ensures that all parents have access to information and meetings. Events are designed to include the whole community. The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

4. Responsibilities

The governor [Rev Beth Bendrey](#) 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 teacher 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.

A member of the Senior Leadership Team is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

The policy of the school is that all members of the school community shall be given equal consideration for training, career development and promotion.

6. Publication and review

The School Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. The scheme is available on request from the school office.

The scheme will be kept under regular review for three years and then replaced in September 2019.

7. Reporting on progress and impact

A report on progress with the actions will be published by the governors 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

The School will monitor 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.

- *by tracking progress using Target Tracker*
- *Raise on Line data*
- *SE plus questionnaires*
- *parent questionnaires*
- *recording personal experiences*

Equality objectives identified will be included in the Strategic Plan and reviewed annually.

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
 - **Raise on Line data**
 - **Target tracker Data**
- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - **Parent Survey,**
 - **Pupil Views collected from children on SEN Support.**
 - **Parent Views of children with Statements/Education and Health Care Plans as part of the One Page Profile reviews.**

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.

10. Equality Objectives 2016-19

(To be kept under regular review)

(This should include web technology e.g. web site and VLE outcomes)

Equality objectives (focused on outcomes rather than processes)
1. Raise attainment/levels of progress of boys to match that of girls
2. To ensure the curriculum is delivered in a way to raise interest and enthusiasm from the boys as well as girls
3. Further 'Close the Gap' on children that are low attainers/SEN/Pupil Premium. Evaluate the support they are currently receiving and adapt accordingly.
4. To ensure reading resources are attractive to all groups.
5. To develop the support for Speaking and Listening Skills in KS1
6. To continue to implement a dyslexic-friendly cursive handwriting style
7. To increase parental understanding of school life by offering a range of opportunities where parents can become involved. – 'Meet the Teachers' meetings, Workshops for maths, phonics, guided reading and e-safety.

11. Accessibility Plan 2016-19

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.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum (this includes web accessibility e.g. web site and VLE)	To develop a range of resources to support children to access the curriculum and develop their learning. This includes the introduction of: Clicker 6 Units of Sound Programme to support dyslexic students Use of Dictaphone My Learning

ii. Physical improvements to increase access to education and associated services	To ensure trips are accessible to all by investigating alternative transport arrangements.
iii. Improvements in the provision of information in a range of formats for disabled pupils (<i>this includes electronic formats</i>)	Update SEND Information Plan on the school website giving parents information about the support children may receive in school. This also includes a link to the Essex County Council Local Offer. The Early Years local offer for parents is available on the school website. Both the documents referred to above are available in hard copy from the school office.

12. Community Cohesion Plan 2016-19

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)	
i. Teaching, learning and the curriculum	To ensure that with the new curriculum we continue to retain and make new links with the local and wider community e.g. Tesco store for Fairtrade tour and carol singing at Tesco.
ii. Equity between groups in school, where appropriate	To ensure we communicate the availability of support from School Staff to ensure members of the wider school community have access to paperwork and information.

<p>iii. Engagement with people from different backgrounds, inc. extended services</p>	<p>To ensure that with the new curriculum we continue to organise a range of trips and visitors to school to widen the knowledge and experience of children. (eg Year 6 teachers invited evacuees from WW2 to share their experiences)</p> <p>Engage with the elderly in the local community by invitation to carol singing with the choir.</p>
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