

Lawford Mead Primary & Nursery School



Equality Scheme 2015 - 18

‘Proud of our school, proud of our achievements’

Certified as reviewed and approved by the Temporary Governing Body: 4th November 2015

Next review date: Spring 2018

Lawford Mead Primary School Equality Scheme

Relationship to other policies

- Inclusion
- Health and Safety
- SEND
- Gifted & Talented
- Curriculum
- Child Protection
- Recruitment
- Positive Behaviour Management
- SMSC

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Introduction

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.

Lawford Mead Primary School is an inclusive school. OFSTED defines an educationally inclusive school as “one in which the teaching and learning, achievements, attitudes and wellbeing of every young person matter.” In order for a school to be satisfactory or better, it must be inclusive in its policies, outlook and practices.

Effective inclusion is about “engendering a sense of community and belonging and encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs.”

Inclusive schools have:

- **inclusive ethos**
- **a broad and balanced curriculum for all pupils**
- **systems for early identification of barriers to learning and participation and**
- **high expectations and suitable targets for all children.**

1. Equality Mission Statement

- At Lawford Mead Primary School 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 or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.
- We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will endeavour to enable every pupil to:
 - Participate in a full, balanced curriculum that takes into account the wide variety of the world’s racial, ethnic, cultural and religious groups
 - Recognise and challenge racism, racial discrimination and stereotyping
 - Begin to develop the knowledge, understanding, skills and attitudes necessary for life in Britain’s multi-ethnic society and as global citizens in an increasingly interdependent world.
- The achievement of pupils will be monitored by race, gender and disability 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 which champions respect for all. At Lawford Mead Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Policy Statement

- a) In accordance with our vision statement we pledge:
 - To respect the equal human rights of all our pupils, be they past, present or future
 - To educate them about equality
 - To respect the equal rights of our staff and other members of the school community
 - To not tolerate discrimination (direct or indirect), harassment or victimisation.
- 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
- 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
- Socio-economic background.

3. Statutory Requirements

The objectives in Equality Scheme Action Plan (section 11) address our duties under the following legislation:

- Equality Act 2010
- Disability Discrimination Act 2010 (DDA)
- SEND Code of Practice (1st September 2014)
- Education and Inspections Act 2006 (Amended 2011)

They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

At Lawford Mead Primary School, staff and governors are committed to providing the means by which children can fully develop academically, socially, spiritually, emotionally, creatively, morally and physically in a healthy environment designed to recognise the needs of each individual child and provide them with the opportunity to achieve their highest potential.

At Lawford Mead Primary School we will take *reasonable steps* to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.

We are not required to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by planning duties.

Essex Vision Statement

“Enabling every individual to achieve their ambitions by supporting a world-class education and skills offer in the County.”

The EssexWorks Commitment 2012 - 17

4. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out in the attached action plan, the school operates equality of opportunity in its day to day practice in the following ways.

The Quality of Provision - teaching and learning

The last full inspection (February 2011) validated our judgements of teaching which has improved to 80% of securely good teaching with some examples of outstanding practice. Lesson observations confirm that pupils are motivated and engaged in their lessons.

Children make progress from their starting point in lessons as a result of learning outcomes and success criteria being shared in all classes.

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 marginalized.

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. i.e. Pupil Perception Surveys and Pupil Conferencing.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps in attainment
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

5. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Lawford Mead Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Leadership Team support to ensure equality of opportunity for all.

6. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Discrimination Act (2010) and Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions Lawford Mead Primary School will take to meet the general duties detailed below:

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of Disability

The Disability Discrimination Act 2010 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Legal Duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise the plan annually and the Scheme every three years.

Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Scheme which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The school will make special dispensation for leave of absence for religious observances. This duty came into force on 1 September 2007.

7. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, whole school pupil surveys
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at governing body meetings.

8. Roles and Responsibilities

Governors

The Chairperson (F. P) 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
- Making sure the school Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually.

Headteacher

The Headteacher 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
- 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.

Staff

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- 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.

9. 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’.

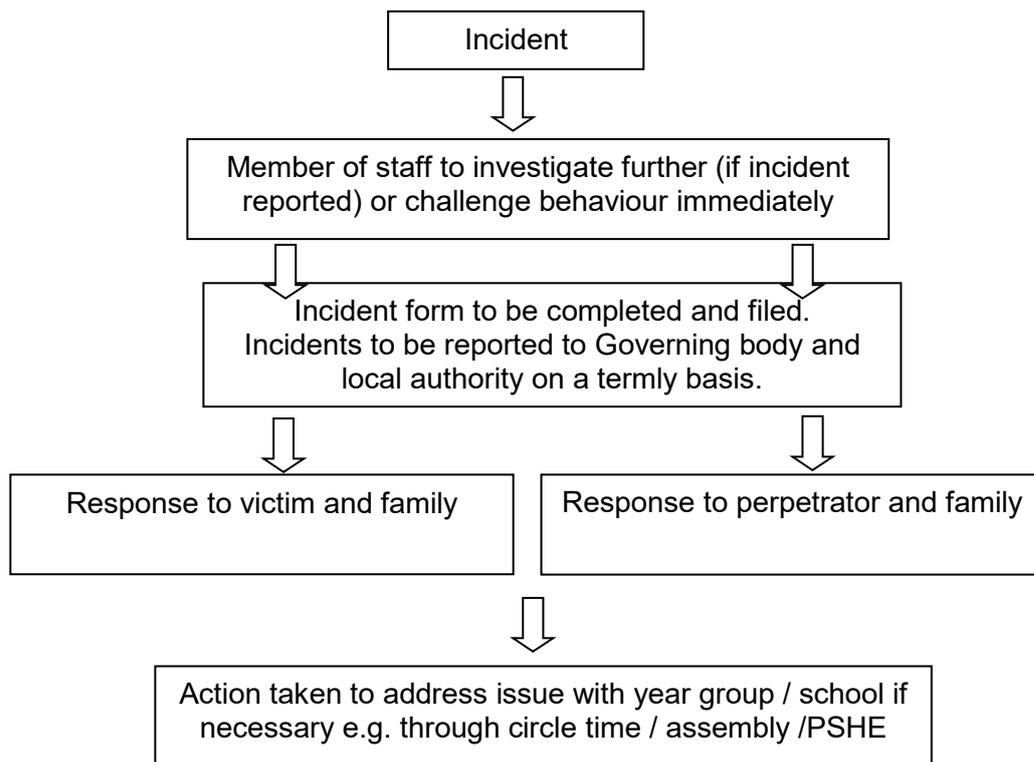
Types of discriminatory incident

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; including via social media
- 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.



9. How we Chose our Equality Objectives

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

- From annual achievement data which is analysed by race, gender, socio-economic background and disability
- Analysis of school community incidents related to inequality.

and from involving relevant people (including disabled people) from the start in the following way:

- Parent surveys
- Pupil perception
- Staff perception / surveys.

The evidence is then analysed in order to choose objectives that:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations between different groups in terms of
 - Ethnicity
 - Religion or belief
 - Socio-economic background
 - Gender and gender identity
 - Disability
 - Sexual orientation
 - Age.

See Action Plan (Section 13).

10. Review of Progress and impact

The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Action Plan **annually** and review the entire scheme on a **three year cycle**. In the event of new guidance being made available, this review date will be moved forward.

Next Review Date
Policy - Spring 2018

Designated Member of Staff – Mrs Dawn Baker

Once this policy is approved by the Governing Body, a Certificate of approval will be issued and held on file in the school office.

This policy was certified as reviewed and approved by the Governing Body on 18th March 2015

11. Publishing the Scheme

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to in this document. As it is a public document, the school's Equality Scheme is published on the school website and copies will be available from the school office on request. Awareness of the plan will be raised through the school newsletter, assemblies, staff meetings and other communications.

12. SINGLE EQUALITY ACTION PLAN

Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Promote equality of opportunity	Overtly promote equality of opportunity and ensure all pupils have access to all activities provided, according to their age and ability	Attendance lists for school trips, planning and book scrutiny, lesson observations, clubs and other extra-curricular activities	All staff and Governors	On-going	All children have access to activities that they would like to participate in, as deemed appropriate Planning is fully differentiated to support learning
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey	Headteacher	Publish updated plan once agreed by GB	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by FSM, race, gender and SEND and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of FSM, race, gender and SEND.	Increase in pupils' participation, confidence and achievement levels	All staff	On-going	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of all pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of FSM, SEND race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	Annually – Spring Term	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of SEND, race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity –	Class Teachers	On-going	More diversity reflected in school displays across all year groups

12. SINGLE EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
		monitor through PSHE & learning/environment walks			
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School Council /House Captains representation monitored by age, race, gender, religion/belief and SEND	Member of staff leading on school council	On-going	More diversity in school council membership
All	Ensure that all policies have a statement regarding their relationship to the Equality Scheme	Policy updates Minutes of approval at governors meetings	Governing body Policy committee/HT	On-going	All policies are related to the Equality Scheme
All	Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, SEND and socio-economic status;	Increase in pupils' participation, confidence and achievement levels	All staff	On-going	Notable increase in participation and confidence of targeted groups
All	Work towards gaining Rights Respecting Schools Award	Award achieved – evidence collected	All staff – HC/CM to lead.	Sept 2015 onwards	Children are aware of their rights and all members of the school community model rights and treat each other with respect.
Race Equality Duty	Promote good relations between different ethnic groups Make contact with different ethnic and religious groups to enrich the curriculum Assemblies/PSHE activities	LT minutes Governor minutes	All staff	On-going	Programme developed to incorporate different groups into the school community.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to	Headteacher / Governing body	Reporting: termly	Teaching staff are aware of and respond to racist incidents

12. SINGLE EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
		incidents. Governing Body Minutes Racist Incident Log			Consistent nil reporting is challenged by the Governing Body
Disability Equality Duty	Review accessibility audit to identify physical barriers and develop a programme to remove barriers	HT/Site Manager/H&S Governor	Headteacher	Annually	Issues raised on accessibility plan are addressed and actions, where appropriate, are put in place
SMSC	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Assemblies Pupil Perceptions Pupil attitude towards diversity	Leadership Team	On-going	Children display an increased awareness of different communities and show respect for diverse cultures and traditions
SMSC	Gain International Schools foundation award and work towards full award	Award achieved, evidence collected	All staff HC/CM to lead	September 2015 onwards	Children make links with other children and schools from around the world
All	Support offered to vulnerable families and children. Continue to build on links made with Sycamore Counselling (LDG) & Kids Inspire to offer early and long term intervention to families and children. Continue to host trainee Social Workers.	Sycamore Counselling reports / KI reports, minutes, referrals made, Social Work Students	HT – all staff to know procedure for accessing support and identifying need	On-going	Vulnerable children have access to services outside and inside school
All	Develop links & partnership working with locality schools through West Chelmsford Inclusive Learning Partnership	Increased access to a wide range of Children's Services and professional development for staff	HT	On-going	Clear vision for the partnership is agreed and shared with communities of all member schools. CPD is used effectively across the partnership to increase % of outstanding teaching in each member school. Member schools are able to access quality

12. SINGLE EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
					services relevant to needs.
All	HLTA now qualified to lead and facilitate Dina School (Y3/4 social skills) and Emotion Wellbeing Group (Y5/6)	Assessments, Strengths & Difficulties questionnaires, pupil, parent and staff feedback	HLTA / SENCo / HT	On-going	Improvement in children's self-esteem, confidence, speaking & listening, teamwork skills and academic progress
All	HLTA obtained Incredible Years qualification now able to lead and facilitate Parenting Classes	NHS - Supervision	HLTA / SENCo / HT	September 2014 onwards	Parents engage in STEPs classes and feedback / evaluation forms are positive
Gender Equality	All staff to implement the Women's Aid 'Expect Respect' scheme as part of the teaching of PSHE/Talk Time	Pupil interviews / lesson observations / staff meetings	All staff	On-going	Children develop a greater awareness and understanding of gender equality and imbalances
Next review date: Spring 2018					
Approved by the Full Governing Body: 4 th November 2015					

