**Equality Scheme and Objectives**

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**The Equality Scheme and Objectives have been read and approved by staff and Governors**

**Signed:**

**To be reviewed : January2021**

**Bridgemere CE Primary School Equality Scheme and Objectives**

**Introduction**

Bridgemere CE Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

Bridgemere CE Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

**Legal framework**

In putting together this Single Equality Scheme, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This Scheme has been devised to enable the school to meet its general duty in:

* Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
* Advancing equality of opportunity between those who have a protected characteristic and those who do not
* Fostering good relations between those who have a protected characteristic and those who do not

The general dutyto promote disability equality means that we must have due regard to:

* Promote equality of opportunity between people with disabilities and other people.
* Eliminate unlawful discrimination.
* Eliminate disability-related harassment.
* Promote positive attitudes towards disabled people.
* Encourage participation by people with disabilities in public life.
* Take steps to take account of peoples’ disabilities, even where that involves treating people with disabilities more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Equality Act. In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general dutyto promote gender equality means that we must have due regard to:

* Eliminate unlawful discrimination and harassment and
* Promote equality of opportunity between men and women.

**Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

**Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

* whether or not they are disabled
* whatever their ethnicity, culture, national origin or national status
* whatever their gender and gender identity
* whatever their religious or non-religious affiliation or faith background
* whatever their sexual identity.

**Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face in relation to:

* prejudices
* gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
* religion, belief or faith background
* sexual identity
* Race and ethnicity

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

* positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
* positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, age, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
* mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

* whether or not they are disabled
* whatever their ethnicity, culture, religious affiliation, age, national origin or national status
* whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

* disabled and non-disabled people
* people of different ethnic, cultural and religious backgrounds
* girls and boys, women and men.
* Age of different pupils
* Transgender, homophobic and heterosexual people

**Principle 6: We consult and involve widely.**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. We aim to consult and would involve as much as is practically possible in our setting the following:

* disabled people as well as non-disabled
* people from a range of ethnic, cultural and religious backgrounds
* both women and men, girls and boys.
* Transgender, homophobic and heterosexual people

**Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

* disabled people as well as non-disabled
* people of a wide range of ethnic, cultural and religious backgrounds
* both women and men, girls and boys
* Transgender, homophobic and heterosexual people

**Principle 8: We base our practices on sound advice.**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

* disability
* ethnicity, religion and culture
* gender.

**Principle 9: Objectives**

Every year, we formulate and publish specific and measurable objectives, based on

the evidence we have collected and published, in relation to:

* disability
* ethnicity, religion and culture
* gender.

In order to implement this scheme, every three years, accordingly, we will draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we will pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

**The School curriculum**

We keep each curriculum subject area under review in order to ensure that teaching and learning reflect the nine principles set out above.

Our environment reflects the school's commitment to a policy of equal opportunities for all. Displays reflect a positive image of the protected characteristics whenever possible.

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

* ensure equality of access for all pupils and prepare them for life in a diverse society;
* use materials that reflect a range of cultural backgrounds, without stereotyping;
* promote attitudes and value that will challenge prejudice related behaviour;
* provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
* provide educational visits and extra-curricular activities that reflect the diversity in our society.

Staff expectations are the same for all groups of pupils. Extra-curricular activities are open to all students. In our school, we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

* creating an ethos in which all pupils and staff feel valued and secure;
* building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with all others respecting their differences;
* removing or minimising any barriers to learning, so that all pupils can achieve;
* ensuring that our teaching takes into account the learning needs of all pupils
* actively tackling discrimination and promoting equality and inclusion through our School Rules, newsletters to parents, displays of work and website.
* making clear to our pupils what constitutes aggressive and prejudice related behaviour; identifying clear procedures for dealing quickly with incidents of prejudice related behaviour;
* making pupils and staff confident to challenge prejudice related behaviour.

**Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

* pupils' progress, attainment and achievement
* pupils' personal development, welfare and well-being
* teaching styles and strategies
* admissions and attendance
* staff recruitment, retention and professional development
* care, guidance and support
* behaviour, discipline and exclusions
* working in partnership with parents, carers and guardians
* working with the wider community.

Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

**Staffing - Recruitment, Training and Professional Development**

The school is required to supply the LA with employment data related to all groups employed. The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no bias based on the protected characteristics. No teaching and support staff posts are sex specific. Both men and women are encouraged to work with all age groups and each Key Stage. All staff have equal access to in-service training and posts of responsibility.

**Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice:

* prejudices around disability and special educational needs
* prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example: antisemitism and Islamophobia and those that are directed against Travellers, migrants, refugees and people seeking asylum
* prejudices reflecting sexism and homophobia.

Incidents will be dealt with in a sensitive manner. The PSHCE curriculum will be used to help promote a positive image of all members of society, with particular reference to the protected characteristics (age, disability, sex, gender reassignment, race, pregnancy and maternity, religion or belief, sexuality orientation).

**The following is guidance on the procedure for dealing with prejudice-related incidents:**

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

* stop the incident and comfort the person who is the victim;
* if appropriate, reprimand the aggressor and inform the victim what action has been taken;
* if the incident is witnessed by other pupils, tell them why it is wrong;
* report the incident to the Executive Headteacher or Head of School and inform them of any action taken
* inform the class teacher(s) of both the victim and the aggressor when the incident relates to a child in school
* record what happened in the pupils’ incident book
* inform both sets of parents, if appropriate.

All prejudice related incidents will be recorded and reported to the Governing body by the Executive Headteacher.

**Roles and responsibilities**

The Governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing body has a watching brief regarding the implementation of this policy. The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

The Head of School has day-to-day responsibility for co-ordinating implementation of the policy.

| **School Community** | **Responsibility** |
| --- | --- |
| Governing Body | * Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. |
| Executive  Headteacher Head of School | As above including:   * Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. * Ensure that staff have appropriate skills to deliver equality, including pupil awareness. * Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. * Ensure fair treatment and access to services and opportunities. * Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | * Help in delivering the right outcomes for pupils. * Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. * Design and deliver an inclusive curriculum * Ensure that they are aware of their responsibility to record and report prejudice related incidents. * promote an inclusive and collaborative ethos in their classroom * deal with any prejudice-related incidents that may occur * support pupils in their class for whom English is an additional language * keep up-to-date with equalities legislation relevant to their work. |
| Non-Teaching Staff | * Support the school and the Governing body in delivering a fair and equitable service to all stakeholders * Uphold the commitment made by the Head teacher on how pupils and parents/carers can be expected to be treated * Support colleagues within the school community * Ensure that they are aware of their responsibility to record and report prejudice related incidents. |
| Parents | * Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these * Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | * Supporting the school to achieve the commitment made to tackling inequality. * Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local Community Members | * Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these * Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. |

**Information and resources**

We ensure that the content of this policy is known to all staff and governors and as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

**Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

**Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development as required, both as individuals and as groups or teams.

**Monitoring**

This scheme will monitor the following aspects:

* The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement
* The exclusion and other aspects of the behaviour management system by protected characteristics
* The teaching and learning to ensure all pupils’ needs are met irrespective of their background and that challenging targets are set for all
* The curriculum and teaching resources to ensure that pupils’
* The curriculum and teaching resources to ensure that pupils’ experiences are broadened and they are prepared for life in a diverse society
* The protected characteristic composition of the school’s staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
* Incidents of racist and homophobic behaviour and the way the school handles and reports them
* The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
* The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this scheme will be monitored annually and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review before the three years stipulated.

In considering the effectiveness of this scheme, consultation will be undertaken with staff, Governors, pupils and Parents / Carers to assist in this review process.

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| Objective 1: To narrow the gap in achievement between boys and girls in the core curriculum. | | | | |
| Currently the school has some differences in male and female performance in writing and maths. This has been highlighted as a key issue to be addressed. | | | | |
| Actions | **Outcomes** | **Measures of success** | **Timescale** | **Progress** |
| SLT to identify disaggregated data relating to boys and girls.  Teachers to be aware of any gender gaps within their classes and devise actions to address these.  SLT to monitor on a termly basis. | Target groups to be identified and shared with all teaching staff.  Interventions and adjustments to the curriculum (where needed) set up/made.  Gender focused book scrutinies by SLT and feedback provided to staff. | Identified gaps in attainment reduced in the core curriculum subjects of English, Maths and Science. | September 2016 –July 2017 to review data. Impact will continue to be monitored for the next 3 years.  Focus of termly data reviews. | End of Year Data:  100% Girls / 91% Boys achieved ELG  Year 1 : Achieving ARE:  50% Girls 80% Boys - Reading  50% Girls 70% Boys – Writing  50% Girls 70% Boys – Maths  Year 2 : Achieving ARE:  100% Girls 75% Boys - Reading  100% Girls 75% Boys – Writing  67% Girls 63% Boys – Maths  **Year 3 : Achieving ARE:**  **100% Girls 50% Boys - Reading**  **100% Girls 50% Boys – Writing**  **100% Girls 50% Boys – Maths**  Year 4 : Achieving ARE:  100% Girls 63% Boys - Reading  **100% Girls 50% Boys – Writing**  100% Girls 63% Boys – Maths  Year 5: Achieving ARE:  **67% Girls 20% Boys - Reading**  **67% Girls 43% Boys – Writing**  67% Girls 71% Boys – Maths  Year 6 : Achieving ARE:  75% Girls 86% Boys - Reading  75% Girls 71% Boys – Writing  75% Girls 71% Boys – Maths  Targeted year groups for 2018-19 |
| Objective 2: To broaden children’s understanding of the range of cultures and beliefs within society today. | | | | |
| As the school’s intake is predominantly white British, which reflects the demographics of the local community, it is important to educate the pupils for immersion into a socially diverse community. | | | | |
| Actions | **Outcomes** | **Measures of success** | **Timescale** | **Progress** |
| To work in partnership with the local community groups to raise awareness of different cultures in Cheshire | Cultural events to be held in school | Children are able to discuss the different cultures and beliefs evident within Cheshire | September 2016 – September 2018 | Through the RE curriculum different cultures have been explored. |
| Objective 3: To ensure that pupils in vulnerable groups make the same progress as other pupils across the curriculum. | | | | |
| School data shows that not all pupils from vulnerable groups achieve the same as other pupils within their cohorts with the same starting points. | | | | |
| Actions | **Outcomes** | **Measures of success** | **Timescale** | **Progress** |
| To continue to track the progress of all vulnerable groups. Targeted teaching in Maths and English will be implemented and next steps made clear in all marking.  Homework club will be operational for any children identified as a vulnerable child. | Agree targets for all identified pupils.  Monitor progress against expected attainment.  Lesson observations show that all pupils are engaged in learning.  Marking shows pupils what they need to do to move forward | Attainment will be closer to that of other pupils and any gaps closed by the end of KS2 | September 2016 - September 2018  Termly review each year. | 2017-18  All pupils in vulnerable groups are tracked termly through progress meetings, classroom observations and planning. |
| Objective 4: To ensure higher ability children exiting KS1 exit KS2 at the higher level of achievement | | | | |
|  | | | | |
| Actions | **Outcomes** | **Measures of success** | **Timescale** | **Progress** |
| For children identified as higher ability in KS1 to exit KS2 with results at the higher level of achievement.  SLT to monitor the progress of identified children each term. | The curriculum to provide challenge to stretch more able pupils.  Interventions/ support put in place where needed by class teachers. | For pupils exiting KS1 with higher attaining data to exit KS2 achieving higher attaining results. | September 2016 –July 2019.  Focus of termly data reviews | Target children identified.  Curriculum and planning updated 2018 to ensure there is a challenge for higher ability children.  SLT continuing to monitor through progress meetings. |