

Riverside Primary School

Where everyone matters and every day counts



Equality Scheme

Agreed September 2021

Review September 2024

This is a working document which is reviewed at least annually. It was last reviewed at the Full Governing Body on 16th March 2023

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1. Policy statement

Our curriculum priorities are: STAR

Strive: For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.

Tolerance: To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.

Achieve: For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future

Resilience: For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

- a) In accordance with our school values of Strive, Tolerance, Achieve and Resilience, 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 ("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, 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.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

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.

Note to primary schools and public sector nurseries: Please ensure that your scheme also covers the statutory requirements outlined in the EYFS Statutory Framework

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

Number on roll – February – 2023		361
Ethnicity	White British	335
	Indian	3
	White & Black Caribbean	1
	Black Caribbean	1
	Chinese	2
	White and Asian	2
	Any other Black background	4
	Another Ethnic group	6
	Any other Mixed background	7
Religion	Christian	86
	Church of England	4
	Muslim	2
	Hindu	2
	Buddhist	3
	Other Religion	6
	No religion	236
	Refused	22
Country of Birth	United Kingdom	355
	Hong Kong	2
	Switzerland	1
	South Africa	2
	Ukraine	1
English as an additional language		9
Free School Meals		50
SEN		32

4. Responsibilities

One named governor, Valerie Lucking, 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.

Mrs Claire Smith, headteacher, is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

- Staff will be informed of the equalities objectives and updated on our progress towards them at least annually
- Where required, targeted professional development will take place to support staff in our journey to achieving our objectives

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2024

7. Reporting on progress and impact

A report on progress with the actions listed below is submitted to the governing body at least termly by the headteacher and will be published by the governors via the website annually. 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

This section outlines our process for monitoring 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.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below.

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
 - a. school behaviour reports
 - b. pupil outcomes, including end of key stage information
 - c. staff questionnaires
- iii. and from involving relevant people (including disabled people) from the start in the following way: through consultation via the staff and pupil council.

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
 - o ethnicity,
 - o religion or belief,
 - o socio-economic background,
 - o gender and gender identity,
 - o disability,
 - o sexual orientation and
 - o age.

10. Equality Objectives 2021-24

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To ensure that the content of the curriculum reflects and values diversity and encourages pupils to explore bias and to challenge prejudice and stereotypes.
To ensure that both boys and girls have equal opportunity and participate in a wide range of sport, including competitive sport especially in Key Stage Two.
To ensure that every classroom is a place where children of all needs can feel safe, settled and included and that the curriculum builds on pupil's starting points and is differentiated appropriately to ensure the inclusion of pupils with special educational needs.
To ensure a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities, where comments based upon physical appearance, mental health, or those which are homophobic or racist do not occur and are not accepted.
To ensure that women in the workplace are appropriately supported during periods which relate specifically to female health.
To ensure that all members of the school community are appropriately supported with their mental health.

11. Access Plan 2021-24

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.

Aim	Current good practice	Objectives	Actions	Person responsible	Date to be completed by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • Pupils are taught in groups appropriate to the level of support required. • We use resources tailored to the needs of pupils who require support to access to the curriculum. This includes: Enlarged copies of set texts are made available for pupils with visual impairments. • Curriculum progress is tracked for all pupils, including those with a disability who are tracked by the SENCo and Phase Leaders. • Targets are set appropriately and are appropriate for pupils with additional needs, taking account of the pupils' starting points. • Staff respond appropriately to specialist reports and advice. 	<p>Develop accessibility to the curriculum, including SATs for pupils with visual impairments.</p> <p>Develop accessibility to the curriculum for pupils with literacy difficulties (e.g. dyslexia)</p>	<p>Research and understand the process for ensuring visually impaired pupils receive accurate papers for the SATs.</p> <p>Develop opportunities for disability to be presented in different aspects around the school.</p>	SM/ SLT/ Phase Leaders	

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The building is accessible to pupils with disabilities. Ramps ensure access to all parts of the school, as none are above one level. • Toilets adapted for disabled pupils are available and pupils who need to access these can do so without adult support. • Disabled parking bays • Swimming pool with hoist to enable pupils with disabilities to access the swimming pool • The fire alarm has visual indicators for pupils who are deaf or hard of hearing. • We have a small screen which links to the classroom interactive whiteboard which allows visually impaired children to better see the whole class teaching. 	<p>Improve access to learning for hearing impaired pupils.</p>	<p>Possible Installation of acoustic treatment to improve access for pupils with hearing impairments. (See report from Physical & Sensory Impairment Specialist Teaching Service)</p>	<p>SM/CT/SS/JC</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of methods to ensure information is accessible. For example:</p> <ul style="list-style-type: none"> • Relevant staff use MAKATON to communicate with pupils as needed. • Enlarged resources for pupils with visual impairments. • Visual teaching materials are used to benefit pupils. • Visual timetables are used in all classrooms. • Use of small screen linked to teaching white board • Hearing device linked to hearing aid worn by teaching staff for hearing impaired children. 	<p>Develop accessibility to SATs materials for pupils with visual impairments.</p>	<p>Research and understand process for ensuring visually impaired pupils receive accurate papers for the SATs. To be added to building development plan</p>	<p>SM/CT/Phase Leaders/LSA's</p>	
<p>Revise training for staff in teaching children with specific medical conditions.</p>	<p>38 members of school staff have first aid training. 26 members of school staff have Epi pen/anaphylaxis training. 6 members of school staff have Paediatric first aid training. 15 members of school staff have Concussion awareness training.</p>	<p>To ensure that staff are suitably trained to deal with current medical conditions.</p>	<p>Ask specialist teachers/school nurse team to support staff and improve understanding of children with medical conditions,</p>	<p>CT</p>	

	2 members of school staff have administration of medication and care plan training.		and liaise with medical staff when needed.		
All extra-curricular activities are planned to ensure they are accessible to all children	<ul style="list-style-type: none"> • There are Individual risk assessments for relevant children which include details of procedures for children with disabilities/medical/behavioural needs etc. • Extra-curricular activities are open to all 	To encourage children with disabilities to attend extra-curricular activities.	Ensure that children with disabilities and their parents have suitable information regarding extra-curricular activities.	Q	
Ensure signage around the school is available in other languages braille if that is required and larger fonts if needed.	<ul style="list-style-type: none"> • Each classroom/ corridor/ hall has key equipment clearly labelled. 	All staff and children will be able to read the signage around the school	<p>Improve signage by displaying signs in different languages for EAL children, braille for those who are blind or visually impaired if needed and in larger fonts if needed.</p> <p>Welcome sign in different languages and key signs to be in braille if needed.</p>	CT/ JC/ SS/ Teachers	

12. Community Cohesion Plan 2021-24

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	<p>We will implement our Riverside School Curriculum Driver of ‘Global Citizens’ which will have the following outcomes:</p> <ul style="list-style-type: none"> • Our children will develop a secure understanding of the local community; our national context; the wider world and their role as a world citizen • Our children will have a sense of pride in their local area and to positively contribute to their local community • Through a growing appreciation of different cultures and traditions, we want our children to develop respect; we want them to embrace and celebrate diversity and know what it takes to be a good citizen • Our children will have an awareness of global issues and take responsibility for the environment, knowing that working collaboratively with others will help to make the world a more equitable and sustainable place • Through links with local and national organisations, including businesses, cultural organisations and faith groups, our children will broaden their horizons and have experiences they may otherwise not have. We recognise that trips and visiting speakers significantly enhance this aspect of the curriculum.
ii. Equity between groups in school, where appropriate	<p>We will ensure that extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>We will ensure that informal events are designed to include the whole community and at times may target minority or marginalised groups.</p>

