

# **Kirklington Primary School**

## **Equality Scheme**

**Autumn term 2022**

# **Equality Scheme**

As an inclusive school, we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender or disability. The head and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in the Equality Act 2010.

In accordance with our Vision Statement and family ethos, we pledge to respect the equal rights of all our pupils, to educate them about equality and to respect differences. As a collaboration, we will also respect the equal rights of our staff, other members of the collaboration community, and any visitors to the schools. In particular, we will comply with relevant and recent legislation and implement school plans with due regard to equality of race, disability equality and gender equality. We will promote community cohesion at school, local, national and global levels, comparing our school communities to their local and national context and we will implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

## **Community cohesion: a shared contextual statement**

Almost all of our children are from a White British background, therefore we have to adopt a more explicit approach to multicultural teaching and learning in order to prepare them for a more diverse world, with many different cultures and beliefs. The social context of the area indicates that our intakes are from 'average' social class households. However, we have to be aware that the majority of our pupils come from outside the catchment areas and most of this group are from a lower socio-economic background where fewer parents have had higher education and are in a lower income bracket. The curriculum is tailored to support children with SEND, those who are academically gifted and those who have individual talents, and our numbers are such that we take a very individual approach to supporting all pupils to meet their individual needs.

## **Who is responsible?**

The governors have delegated responsibility for the equality scheme to the Finance, General Purposes and Personnel Committees. They should:

- Ensure the school complies with the relevant equality legislation; and
- Ensure the school's Equality Scheme and its procedures are followed.

The **headteacher**, and senior leaders are responsible for:

- Ensuring steps are taken to address the schools' stated equality objectives;
- Ensuring the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Ensuring 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 initially with minor prejudice-related incidents;
- Reporting incidents of concern to the head teacher
- Recognising and tackling bias and stereotyping;
- taking up opportunities for training and professional development.

The head teacher, reporting to **the FGPP committee**, is responsible overall for:

- Dealing with reports of prejudice-related incidents.

**Visitors and contractors** are responsible for:

- Following our Equality Scheme.

## **Staff development**

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

## **Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation (Equality Act 2010). As it is a public document, the school governors publish it by making it available on request and by publishing it on our website and VLE (virtual learning environment)

The scheme will be kept under regular review as required by legislation.

## **How we report on progress and impact**

A report on progress with the actions listed below will be published by the head teacher in the termly report to governors. Governors may report to parents via their newsletter.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion/belief, culture, gender, sexual orientation and socio-economic background.

Attainment of vulnerable groups will be monitored as part of our assessment procedures and reported to governors in assessment analysis.

Alleged incidents will be monitored by the Governors, in particular by the nominated governor responsible for anti-bullying.

## **How we conduct equality impact assessment**

As a school, we carry out rigorous monitoring and analysis of all pupils and their progress ½ termly, termly and annually so ALL staff can use the information to ensure that appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender.

Through analysis by the headteacher (assessment co-ordinator) and SENCo/AHT, ALL staff are aware of any groups or individuals who are not making at least expected progress. Intervention is planned and implemented as necessary.

Evidence of this process can be found in the monitoring portfolio.

## **How we chose our equality objectives**

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

- From the monitoring and analysis of pupil progress in identified groups.
- Parent Surveys and pupil questionnaires
- Discussion with governors and staff.

The evidence was then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups

- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of: ethnicity, belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

## **Equality objectives**

1. To ensure that vulnerable groups of pupils achieve the same challenging targets in line with all other pupils at the school. Pupils should make at least good progress every year in line with targets set for expected (good) progress. We 'expect' and target all children to make 'good' progress.
2. To continue to raise attainment of Gifted and Talented pupils throughout the school by ensuring all pupils aspire to progress to deep levels of understanding, beyond age related expectations (ARE).
3. To ensure that all pupils have access to extended school services and to increase the membership of vulnerable pupils (Those in receipt of pupil premium or FSM) in after school clubs and activities, in order to reduce or remove inequalities of opportunity.
4. To promote cultural development and understanding through a rich and diverse range of experiences within the curriculum.