

Eversley Primary School

'Be the best you can be'



Equality Scheme

2024 - 2025

March 2024

This is a working document which will be reviewed annually.

Policy statement

- a) In accordance with our mission, vision and values, 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 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.

Responsibilities

One named governor 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 Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality and accessibility plans are readily available and that the governors, staff, pupils, and their parents / carers 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 pupils, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community 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.

Publication and review

This Equality Scheme fulfils statutory requirements under the terms of relevant legislation. As it is a public document, the school governors publish it on the school website and also make copies available on request.

The scheme will be kept under regular review.

Reporting on progress and impact

Evidence will be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

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.

The school annually conducts a process of pupil performance data analysis. This includes the performance of groups as outlined above where appropriate.

How we choose our equality objectives

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

- Pupil performance data
- Incident records
- Behaviour management records

and from involving relevant people (including disabled people):

- Pupils
- Staff
- Governors and other stakeholders

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

- promote equality of opportunity
- eliminate unlawful discrimination
- foster good relations between different groups

Review of previously set Equality Objectives

Equality objectives (focused on outcomes rather than processes)	Review of objectives
Revised and new school policies relating to Teaching and Learning and the Curriculum have due regard for the Equality Act. Particular attention will be given to the format of curriculum policies.	New and updated school policies (as appropriate) contain a dedicated and updated Equalities statement. Action: Continue
Provision is made to cater for the cultural, moral and spiritual needs of all children through learning outside, specific focus days and work in line with our International Schools award.	Assemblies and aspects of the curriculum have incorporated the key features of SMSC including school and British values. The dedicated policy to manage extremism has been updated. Themed events taken place, e.g. anti-bullying week. Children have been provided with performances and Forest School has been extended to more year groups. Action: Continue

<p>The displays around the school reflect diversity across all aspects of equality and are frequently monitored.</p>	<p>Monitoring indicates that displays could better reflect diversity.</p> <p>Action: Continue</p>
<p>The outcomes of pupil performance across the curriculum shows a re-emergence post COVID of a gap in the attainment of our disadvantaged group of pupils and other pupils.</p>	<p>One-to-one tuition and additional interventions. Ongoing assessment throughout the year will be used to analyse groups to ensure there is not an inconsistency in the performance of some groups in some years.</p> <p>Action: Continue</p>

Equality Objectives 2023 - 2024

<p>Equality objectives (focused on outcomes rather than processes)</p>
<p>All revised and new school policies relating to Teaching and Learning and the Curriculum have due regard for the Equality Act.</p>
<p>Provision is made to cater for the cultural, moral and spiritual needs of all children through learning outside, specific focus days and work in line with our International Schools award.</p>
<p>The displays around the school reflect diversity across all aspects of equality and are frequently monitored.</p>
<p>The outcomes of pupil performance across the curriculum and years does not demonstrate any negative impact on equalities groups.</p>