

Bishop Hooper CE Primary and Butterflies Pre- School Equality Scheme



2016-2019

Last updated January 2017

This is a working document which will be monitored and reviewed annually.

Mission Statement

- We value the partnership between the home and school and seek to build on it for the benefit of the child.
- We endeavour to provide positive role models in the way we communicate with children and expect them to adopt these ways.
- We aim to promote Christian values within the school and to encourage in children a sense of decency, commitment, self-reliance, responsibility, respect for others and a healthy self-esteem.
- We strive to promote teaching of the highest quality so that each child can fulfil his or her full potential.
- Our aim at school is to provide an environment in which the children can live and grow emotionally, socially, spiritually and intellectually and help them cope with the ever-changing demands life will make upon them.

1. Policy statement

- a) In accordance with our mission statement 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.

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.

Our 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.

- Ethnicity/culture context of the school
The majority of pupils are white British.
A small minority of pupils attend from a local Traveller site, the numbers for which can fluctuate greatly.
- Religion/belief context of the school
The majority of pupils are Christian.
3% of pupils (3) are withdrawn from assemblies by parental request
- Socio-economic context of the school:
Although census figures show we are in an area of high social class housing, only 8% of pupils actually attend the school from the local

village. In contrast, 63% pupils attend from out of our catchment area from a mix of private and rented housing. 14% pupils (12) are eligible for Pupil Premium Ever 6 funding.

- Current issues affecting cohesion at school, local and national level
Ensuring Pupil Premium is spent effectively to enable FSM pupils to show progress and attainment in line with non FSM pupils
Ensuring the Traveller Community are involved in all aspects of school life.

4. Responsibilities

One named governor Sue Lambert 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.

The Headteacher, Kerri Phelps, 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.

March 26th 2013 – whole school ‘Equality and Diversity’ Training. To be updated during the next academic year.

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 and on the school website.

The scheme will be reviewed annually.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via our website, prospectus and newsletter at the end of each school year. 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.

We will monitor the success and impact of the policy on pupils from different groups e.g. SEN, LAC, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:

- Pupils’ progress and attainment
- Learning and Teaching
- Behaviour, Discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying.
- Parental Involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention

- Visits and visitors

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found at:

Equality objectives in this policy
School development Plan
Pupil Progress and Attainment File
Incident Reporting File

9. How we chose our equality objectives

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

- from the equality impact assessments listed in Section 8 above,
- from the following data

- pupil progress tracking sheets, teacher assessment data, end of Key Stage assessments,

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

- parental and pupil questionnaires, governor monitoring visits, parent/carer discussions at Community Cafes and other times.

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

10. Equality Objectives 2016 - 2019

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
<p>Ensure Pupil Premium used effectively to improve outcomes for pupils entitled to Free School Meals/Pupil Premium: Careful targeting of FSM pupils last year led to good progress rates. In KS2 SATs 2016 100% FSM pupils achieved the expected standard for Y6 in both English and Maths – well above the national average. In school tracking for 2015/16 shows that Pupil Premium pupils made good progress in Reading, Writing and Maths and, in addition, made slightly faster progress than our non Pupil Premium pupils. However, there is still a higher % of pupil premium pupils working below national expectations in Reading, Writing and Maths than other pupils, particularly in writing – this is a gap which we will continue to address in 2016/17. See relevant SDP page for details.</p>
<p>Free School Meal (FSM)/Traveller pupils will have the opportunity to participate in all aspects of school life through provision of free after school clubs, Breakfast Club and music lessons offered to all. KP to continue to ring Traveller parents, where appropriate, to pass on important information they may not be able to access through newsletters.</p>
<p>All classrooms to be an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised. Observations were carried out by Sam Colledge (SENCO) and steps taken to ensure our classrooms are as inclusive as possible to all pupils eg. Use of different coloured paper to support Dyslexic pupils, use of ICT to support pupils with Dyspraxia.</p>
<p>Each area of the curriculum to be planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects to contribute to the spiritual, moral, social, and cultural development of all pupils: Our curriculum has been looked at in depth again – see long term planning documents on school website. We have been awarded the 'Global Learning' accreditation for incorporating global issues into our curriculum and have become a 'Fairtrade' School, promoting global equality and fairness. In 2016/17 we will continue to look at 'British Values' and ensuring these are promoted throughout our curriculum.</p>
<p>The school's premises and facilities will be equally available and accessible for use by all groups within the community. This area to continue to be developed during the academic year 2016/17 to ensure facilities are more widely available. During 2015/16, school facilities were used weekly by the local Mums and Toddlers Group, used weekly by a local Choir Group, hired by parents for several children's birthday parties and school hosted training for local schools in SEN, Maths and ICT.</p>

11. Accessibility Plan.

	Actions (focused on outcomes rather than processes)
<p>i. Improvements in access to the curriculum</p>	<p>Each area of the curriculum to be planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects to contribute to the spiritual, moral, social, and cultural development of all pupils: Curriculum continues to be monitored during academic year 2016/17 following implementation of new National Curriculum in September 2014.</p> <p>Bishop Hooper School and Bishop Hooper Butterflies will also prioritise improvements for increasing access to the curriculum by:</p> <ul style="list-style-type: none"> • Continuing to encourage high expectations among staff and pupils • Linking provision to the School Development Plan • Investigating and further utilising staff / governor / parent expertise • To continue to develop and increase curriculum opportunities, as necessary, to become more inclusive to meet the needs of all pupils • Using specialist agencies (e.g. speech, psychologists, etc.) to investigate and extend opportunities • Extending training for teaching assistants and nursery assistants, ensuring it meets the needs of all pupils • Continue to encourage peer support • Liaising with pre-school groups in anticipation of the admission of new pupils • Sharing information with families by newsletter, ensuring we include 'Every Child Matters' content
<p>ii. Physical improvements to increase access to education and associated services</p>	<p>The new school building conforms to DDA requirements in all ways. All fire doors are wide enough for wheel chair access, the building is designed so that all areas can be reached without having to negotiate steps and all corridors are wide enough for wheelchair access. The entrance lobby has been built with disabled visitors in mind, large enough for a wheelchair turning circle and a lower section of the reception desk for wheelchair access. The path to the Multi Use Games Area (MUGA) and other areas of the school site is gently sloping and again, conforms to DDA requirements. The disabled toilet also contains a shower which could be used for disabled pupils, as and when necessary, providing staff had received appropriate training.</p> <p>There are plans in place for the disabled toilet to be converted</p>

	<p>further during the academic year 2016/17, to provide other facilities including an adjustable height changing table and ceiling track hoist, which will give access to all areas of the room for a disabled pupil. These facilities will be available for any disabled pupils in the future from the ages of 2-11.</p> <p>The work surface/sink/hob in the Food Tech room is also accessible to disabled pupils/visitors as the height is variable through a winding key system and no cupboards are fitted beneath, again to allow ease of access for a wheelchair. Two disabled parking spaces have also been situated directly outside the school entrance. The school will continue to regularly re-examine facilities evaluating the success of the provision and its systems within the budget available.</p> <p>Current aspects of 'inclusion' and SEN which include one-to-one support for pupils, when required will be continued and extended where appropriate and within budgetary constraints.</p> <p>During the process of design and consultation with the new build all stakeholders worked carefully with Architype, our architects, to ensure that the physical environment of the new school complied with all legal requirements and will not disadvantage disabled pupils in the future.</p>
<p>iii. Improvements in the provision of information in a range of formats for disabled pupils</p>	<ul style="list-style-type: none"> • When required, the school will aim to provide large print of a suitable size for visually impaired pupils • Where appropriate, other methods of providing written information will be sourced, including if required, Braille, interpretation, amanuensis, loop-audio system and one-to one support from teacher or teaching assistant • The seating position for pupils with impaired vision and hearing will be managed to benefit the individuals • Staff have had training in September 2016 on supporting a hearing impaired pupil in the classroom and in the use of any necessary specialist equipment. • Other appropriate provision will be researched if necessary, including PC equipment for physically disabled pupils.

12. Community Cohesion Plan 2016-19

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>Link to be further strengthened with Leigh School in Birmingham, following joint cross curricular visits between both schools. All pupils in KS2 to experience learning in an inner city environment with children from different backgrounds.</p> <p>KS2 pupils to experience different religions and cultures through curriculum work in RE and visits to a mosque in Birmingham and Sikh Gurdwara, during the Bristol trip.</p> <p>Y6/5 pupils to be given the opportunity to experience city life and compare and contrast with rural Shropshire during the Bristol residential visits every two years.</p> <p>KS1 curriculum to ensure opportunities built in for learning about different cultures and religions in the UK and beyond.</p> <p>All pupils to gain a further understanding of community through the ‘global dimension’ aspect of the curriculum, which has been strengthened by our Fairtrade links and curriculum activities during 2016.</p>
ii. Equity between groups in school, where appropriate	<p>Ensure Pupil Premium used effectively to improve outcomes for pupils entitled to Free School Meals</p> <p>FSM/Traveller pupils will have the opportunity to participate in all aspects of school life through provision of free after school clubs, Breakfast Club and music lessons offered to all</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>See section ‘i’ above.</p> <p>See separate Community Cohesion Policy for more details.</p>

Bishop Hooper Butterflies Equal Opportunities and Inclusion Policy

Bishop Hooper Butterflies Pre-school will 'promote equality of opportunity for children in our care'

(EYFS Welfare Requirements 2014)

The Pre-school Learning Alliance is committed to helping pre-schools provide equality of opportunity for all children and families and take positive action to eliminate discrimination in all areas of their work. As a member of the Alliance, Bishop Hooper Butterflies Pre-school works in accordance with all relevant legislation, including

Disability Discrimination Act 1995

Race Relations Act 1976

Sex Discrimination Act 1986

Children Act 1989 and 2004

We believe that the group's activities should be open to all children and families, and to all adults committed to their education and care. We aim to ensure that all who wish to work in, or volunteer to help with, our pre-school have an equal chance to do so.

Employment

- Any vacancies will be advertised. The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.
- Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.

Families

- The pre-school offers support to families, no matter what their structure.

Festivals

- Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.
- We welcome advice and help in celebrating events that we are not familiar with.

Curriculum

- All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

Resources

- These will be chosen to give children a balanced view of the world and appreciation of the diversity of our multi-cultural society.
- Materials will be selected to help children develop their self respect and to respect other people, by avoiding stereotypes and using images and words which reflect positively the contribution of all members of society.

Special Needs

- The pre-school recognises that children have a wide range of needs which differ from time-to-time, and consider what part it can play in meeting these needs as they arise.
- Planning will take into account the needs of people with special educational needs and abilities.

Discriminatory Behaviour/Remarks

- Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the pre-school.
- Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated this includes members of the committee.

Language

- Bilingual/multilingual children and adults are an asset to the whole group. When appropriate staff will be offered sign language training.

Meetings

- The pre-school will make every effort to ensure that the time, place and conduct of special meetings enable the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the pre-school.