

**Bishop Hooper  
CE Primary  
School  
Equality Scheme**



**2013-2016**

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

## **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.  
9% of pupils attend from a local Traveller site.
- **Religion/belief context of the school**  
The majority of pupils are Christian.  
5% of pupils (4) are withdrawn from assemblies by parental request  
One pupil is from a Pagan family but parents are happy for her to attend Christian worship.
- **Socio-economic context of the school**  
Although census figures show we are in an area of high social class housing, only one family actually attend the school from the local village. Approx 50% pupils attend from out of our catchment area from a mix of private and rented housing. 13% pupils (10) are eligible for FSM.
- **Current issues affecting cohesion at school, local and national level**  
Ensuring Pupil Premium is spent effectively to enable FSM pupils to show progress in line with non FSM pupils  
Ensuring the Traveller Community are involved in all aspects of school life.

### **4. Responsibilities**

One named governor Emma Bemand 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.

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 26<sup>th</sup> 2013 – whole school 'Equality and Diversity' Training. To be updated every 3 years.

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## **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 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, i.e. July 2013. 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:

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

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

iii. 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:

- 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 2013 - 2016

(To be kept under regular review)

<b>Equality objectives (focused on outcomes rather than processes)</b>
<p><b>Ensure Pupil Premium used effectively to improve outcomes for pupils entitled to Free School Meals:</b> Careful targeting of FSM pupils last year led to good progress rates. In KS2 SATs 2012 80% FSM pupils achieved L4+ in both English and maths. In school tracking shows that an average of 81% FSM pupils made 2+ sub levels progress across the 3 subjects of reading, writing, maths, including the 58% of FSM pupils who are also on the SEN list. It is important to ensure that these progress rates continue to improve further. See relevant SDP page for details.</p>
<p><b>Children attending 'Cool Kids' to show increased self confidence, self esteem, social skills and motivation by July 2013.</b></p>
<p><b>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.</b> 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><b>All classrooms to be an inclusive environment in which pupils feel all contributions are valued.</b> Positive steps are taken to include pupils who may otherwise be marginalized. Observations to be carried out by Sam Colledge using information gained from SENCO training course and results to inform SDP 2013/14.</p>
<p><b>. 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:</b> Curriculum to be looked at in depth again during introduction of new National Curriculum.</p>
<p><b>The school's premises and facilities will be equally available and accessible for use by all groups within the community.</b> This area to be developed during the academic year 2013/14 to ensure facilities are more widely available.</p>



## 11. Access Plan 2013-16

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.

	<b>Actions (focused on outcomes rather than processes)</b>
i. Improvements in access to the curriculum	<p><b>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:</b></p> <p>Curriculum to be looked at in depth again during academic year 2013/14 in preparation for implementation of new National Curriculum in September 2014.</p> <p>Bishop Hooper School will also prioritise improvements for increasing access to the curriculum by:</p> <ul style="list-style-type: none"> <li>• Continuing to encourage high expectations among staff and pupils</li> <li>• Linking provision to the School Development Plan</li> <li>• Investigating and further utilising staff / governor / parent expertise</li> <li>• To continue to develop and increase curriculum opportunities, as necessary, to become more inclusive to meet the needs of all pupils</li> <li>• Using specialist agencies (e.g. speech, psychologists, etc. ) to investigate and extend opportunities</li> <li>• Extending training for teaching assistants, ensuring it meets the needs of all pupils</li> <li>• Continue to encourage peer support</li> <li>• Liaising with pre-school groups in anticipation of the admission of new pupils</li> <li>• Sharing information with families by newsletter, ensuring we include 'Every Child Matters' content</li> </ul>
ii. Physical improvements to increase access to education and associated services	<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</p>

	<p>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. 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"> <li>• When required, the school will aim to provide large print of a suitable size for visually impaired pupils</li> <li>• 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</li> <li>• The seating position for pupils with impaired vision and hearing will be managed to benefit the individuals</li> <li>• Other appropriate provision will be researched if necessary, including PC equipment for physically disabled pupils.</li> </ul>

## 12. Community Cohesion Plan 2013-16

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

	<b>Actions (focused on outcomes rather than processes)</b>
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. <b>All pupils in KS2 to experience learning in an inner city environment with children from different backgrounds.</b></p> <p>KS2 pupils to experience other 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 2012.</p>
ii. Equity between groups in school, where appropriate	<p><b>Ensure Pupil Premium used effectively to improve outcomes for pupils entitled to Free School Meals</b></p> <p><b>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</b></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>

