



*Believe, Succeed &
Grow Together*

FRINTON ON SEA PRIMARY SCHOOL

EQUALITY POLICY, OBJECTIVES & SCHEME

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Head Teacher: Mrs A. Barlow

Ratified/Approved: by School Governing Body

Chair of Governors: _____
Mrs S. Young

Date: Spring 2016

To be reviewed: Spring 2019

1. Policy statement

- a) In accordance with the values of Frinton-on-Sea Primary School we pledge to:
 - respect the equal human rights of all our pupils;
 - educate them about equality; and
 - 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 cohesion at school, local, national and global levels, comparing our school community with its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

Our Aims and Vision

The vision we have is for our pupils to be given every opportunity to achieve their potential and to develop self-confidence, hence our Vision Statement of 'Believe, Succeed and Grow Together'.

Curriculum Aims

- We will teach to promote the highest standards each child can achieve in all subjects of the National Curriculum and RE, particularly in Literacy, Numeracy and ICT.
- We will teach a broad curriculum which values the creative, imaginative, physical and spiritual impulse in every child.
- We will strive continually to improve our practice and the achievements of our children.
- We will teach a curriculum which raises children's awareness of their own health, their role as citizens of the future, and their understanding of the environment.
- We will enable the continual professional development of all staff to the benefit of the children.

Pastoral Aims

- We aim to create a safe, caring and respectful school community where every child's valued as an individual.
- We expect pupils to understand that there are clear expectations of their behaviour and to respond accordingly.
- The school's ethos is positive, stimulating and happy.

Pupil Attitudes

We aim to create the following qualities in children:

- Confidence and high self esteem
- Self-discipline and independence
- Co-operation and a willingness to listen to others
- Valuing education as an active and lifelong process

Parents and the wider community

- We aim to communicate clearly and sympathetically with parents and to value them as partners in their children's education.
- This school is at the heart of our town community. We aim to foster good relationships for the benefit of all.

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 County 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.

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 to the School Improvement Plan and demonstrates the awareness of the governors and the broader school community about how this school compares with wider communities, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- **Ethnicity/cultural context of the school:** Frinton-on-Sea Primary School is in the lower percentile (compared with National statistics) of Ethnic minority school groups and English and as a second language. Teaching, the curriculum (which includes visits from people and groups from other cultures), resources and displays in our school reflect the experiences and backgrounds of pupils, promote diversity and challenge stereotypes. They also reflect the inclusive ethos of the school.
- **Religion/belief context of the school:** The school has no specific religious affiliations. Religious Education is taught to all children, although parents do have the right to withdraw their children. The school follows the county scheme which gives children a broad and balanced coverage of a range of religions. Collective worship occurs daily, usually in the form of an assembly and follows a broadly social, moral and Christian theme. Religious days, festivals and special days are incorporated into the schedule and we encourage regular visits from local churches.
- **Socio-economic context of the school:** Frinton-on-Sea Primary School is a rural, coastal school in a mixed area of affluence and low level social, but high educational deprivation. The school works closely with the local academy secondary school and with all other primary schools in the area extending links with a range of stakeholders within the community.

4. Responsibilities

The governing body is 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 and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing 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 discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- accessing appropriate 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.

5. Staff development

All staff are made aware of the ethos of equality within the school. Training is imparted informally and formally through staff meetings and courses. Also, these issues are discussed as part of the staff induction processes.

6. Publication and review

This Equality Scheme fulfills 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 by publication on the school's website. The scheme will be kept under regular review for three years and then replaced in September 2013.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via the school's website.

8. How we conduct equality impact assessment

We monitor the potential impact of school practice in terms of

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

Equality objectives identified by this process are 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:

- from the equality impact assessments listed in Section 8 above, ensuring we foster good relationships with all groups.
- Eliminate unlawful discrimination, harassment and victimisation
- from the following data
 - Pupil Performance meetings
 - Termly assessment data of vulnerable groups
 - SATs results
 - Termly inclusions review

iv. and from involving relevant people in the following ways:

- Pupil perception surveys
- Parent perception surveys
- Questionnaires

The evidence is 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 iii. 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 2015-2018 (To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Improve progress and attendance of vulnerable pupils: monitor the progress and attendance of vulnerable groups of learners, particularly those pupils supported by the pupil premium grant to ensure appropriate progress is made and good attendance encouraged.
Improve children's understanding of diversity: continue to foster zero tolerance of racial/ religious/ cultural intolerance through a range of multicultural topics across the curriculum and in assemblies.
Broaden children's knowledge and understanding and raise attainment for vulnerable groups especially those eligible for the pupil premium grant : use our curriculum plan and our topic approach to broaden access to an engaging, interesting and relevant learning experience for all groups and abilities.
Improve parental confidence and understanding of school: organise half termly parents' forum meetings, offer a range of opportunities (phonics awareness, maths support sessions, termly parent's consultations) to parents to extend their ability to support their children's learning at home.
Improve children's cultural awareness: continue to develop links with schools in local, national and international spectrum to extend children's understanding of their immediate and wider surroundings.
Improve progress in reading for all groups of learners: continue to develop the teaching and organisation of phonics in order to improve early reading skills for children from all groups.

Ensure the school is accessible to all: monitor access into and around the school site and buildings for all stakeholders and adapt as required to the changing needs of the school population.
Increase staff awareness when working with children with complex needs: training to increase staff knowledge and consequently learning opportunities for groups including: autism spectrum disorders, looked-after children, children with behaviour and social needs and other moderate, complex and severe learning needs.
Increase tolerance and respect for others: to challenge and show zero tolerance of any use of homophobic/ racist language used on school premises.
Children to start at school with improved basic skills: strengthen our curriculum links with local pre-school providers to enable them to prepare all groups, and especially pupils with low literacy levels, for communication and phonics work at school.
Improve children's awareness of school values: implement a whole school system of agreed values and link these to the curriculum and assemblies.

11. Access Plan 2015-2018

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.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<ul style="list-style-type: none"> • Inclusive classroom climate walks, lesson observations, monitoring of planning and pupils' work to ensure a broad and balanced coverage and access. • Continued use of our curriculum plan and topic approach. Monitoring its impact on vulnerable groups. • Training for teachers ensuring their knowledge and understanding of working with vulnerable groups. • Pupil progress meetings to ensure progress of all groups • Intervention strategies to target vulnerable groups not making progress. • Monitoring and evaluation of IEP targets. • Improving transition between key stages and year groups and visits to pre-schools. • Increase number of visits from ethnic and multicultural groups. • Healthy Schools enhanced award
ii. Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • Investigation of auditory and visual aids as and when required. • Improve access to Pond/ Wildlife area to allow all pupils including those with physical needs to use this area

<p>iii. Improvements in the provision of information in a range of formats for disabled pupils</p>	<ul style="list-style-type: none"> • Investigation of auditory and visual aids when and if required • Use of large print, coloured paper and overlays, additional time, scribe and translation during statutory assessments as required • Investigation of ways to make the school website accessible for people with disabilities and English as an additional language. • Use of one to one support where required to enable specific pupils to access to all areas of the school.
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12. Community Cohesion Plan 2015-2018

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
<p>i. Teaching, learning and the curriculum</p>	<ul style="list-style-type: none"> • Involvement by a range of local churches in religious festival activities. • Local church groups supporting our curriculum through visits to the school, taking assemblies and children visiting places of worship. • RE activities to promote greater understanding of major festivals in world religions e.g. Diwali. • Use 2016 Olympics as a vehicle for learning about other nations and cultures. • Develop ways to involve local people with interests in school assemblies. • Continue to promote the use of parent and community volunteers to help in school. • Build on existing theme days e.g. Chinese New Year, Diwali. • Use geography as an opportunity to learn about food from other cultures (Greek Meal/ French Breakfasts).
<p>ii. Equity between groups in school, where appropriate</p>	<ul style="list-style-type: none"> • Monitor trends in school attendance for different groups of pupils to promote good attendance for all. • Use of pupil performance data to track vulnerable groups and ensure good progress across all groups. • Monitor curriculum planning to ensure sufficient emphasis is given to the learning needs of different groups of pupils (especially engaging boys in reading and writing topics e.g. World War 2) • Expand the range of free and low cost clubs open to all • Ensure that the costs of trips and activities are kept to a minimum (e.g. coach travel to pantomimes funded by PTA) to reduce pressure on vulnerable families

<p>iii. Engagement with people from different backgrounds, inc. extended services</p>	<ul style="list-style-type: none">• Organise more visitors into school representing different religions, cultures and groups (e.g. African Drumming Workshops/ Indian Dance)
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APPENDIX A : EQUALITY STATEMENTS

Pupils' Attainment and Progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, intervention strategies, teaching and support.

The Quality of Provision - Teaching and Learning

All staff ensure that classrooms are inclusive environments in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. Pupils are consulted about their learning. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Our teaching styles include collaborative learning. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Pupils are encouraged to be a resource for their peers. Staff encourage pupils to become independent learners and assist them in taking responsibility for the management of their own learning and behaviour. This school believes that self-assessment is a teaching and learning strategy and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The Quality of Provision - Curriculum and Other Activities

This school provides an appropriate curriculum for pupils of all backgrounds. All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The Quality of Provision – Guidance and Support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. Staff challenge stereotypes and challenge inequalities. Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children. The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning. Victims of harassment and bullying are given appropriate support and the perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. Incidents are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters. Adults in school take care to lead through example, demonstrating high expectations of all pupils. We monitor any exclusions by gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have. Pupils, staff and parents are aware of policies and procedures for dealing with bullying. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print. There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils. Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability. We make provision for leave of absence for religious observance, for staff as well as pupils. We monitor attendance by gender, ethnicity and special educational need. Action is taken in order to address any disparities between different groups of pupils. The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital. We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with Pupils, Parents, Carers and the Wider Community

We monitor parental involvement and are keen to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all. Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information. Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified. This school encourages participation of under represented groups in areas of employment. Informal events are designed to include the whole community and at times may target minority or marginalised groups. This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference. The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language. This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions interview. The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines. We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure

recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices. Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff. The skills of all staff, including support staff and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community. This school opposes all forms of racism, homophobia, prejudice and discrimination. Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays
- organising multicultural workshops to enrich the curriculum e.g. African drumming, Indian dance

No of children in School 211 taken from Autumn Census 2015

		Percentage
Gender	Boys	43%
	Girls	57%
Special Educational Needs	No Special Education needs	90%
	One Plan	6%
	Statement/EHCP	4%
Type of Need	Autistic, Spectrum, Disorder	0.5%
	Hearing Impairment	0.5%
	Physical, Neurological Impairment	1.4%
	Learning Difficulties and Disabilities	0.5%
	Speech, Language and Communication	0.9%
Ethnicity of pupils on roll	White-British	93%
	White-Western European	0.9%
	White-Eastern European	0.5%
	White and Black Caribbean	0.9%
	White and Black African	0.5%
	White and Asian	0.5%
	White and any other ethnic group	0.5%
	Turkish / Turkish Cypriot	0.5%
	Filipino	0.5%
	Asian – Pakistani	1.8%
	Asian – Indian	0%
	Other mixed Background	0.5%
First Language of pupils	English	97%
	Kurdish	0.5%
	Bengali	1.4%
	Urdu	0.5%
	Italian	0.5%
Free School Meals	Eligible	8.5%
	Not Eligible	91.5%
Pupil Premium	No of Children Eligible (incl. Armed Forces)	18.4%
Religion or Belief	No Religion	48.3%
	Muslim	1.8%
	Christian	47.3%
	Not commented	1.4%
	Other Religion	0.9%