



A FAMILY, A FOUNDATION, A FUTURE

# Whitminster Endowed C of E Primary School Equality Scheme 2023-26

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This is a working document which will be monitored and reviewed annually.  
Adapted from Essex's Equality Scheme template.

## 1. Policy statement

- a) In accordance with our school values of Aspire, Be challenged and confident in all you do; Celebrate and be Proud; Give Respect, Gain Respect; Create, Learn and Achieve; Embrace, Enthuse, Enjoy; New Day, New Start, Value yourself and others 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 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.

## **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 will 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, teaching and support. (working with outside agencies).

## **The quality of provision - teaching and learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

This school believes that self-assessment is a teaching-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. We will monitor and evaluate its effectiveness through target setting and attainment analysis

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 from minority ethnic groups, including Gypsies, Travellers and Showman
- 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
- LGBT 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 e.g. school productions, 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 foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. 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

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 Gloucestershire LA policies and guidance such as those for anti-bullying and dealing with racist incidents.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

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 harassment. 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.

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.

### **Partnership with pupils, parents, carers and the wider community**

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

### **Leadership and management**

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller pupils.

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.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Gloucestershire County Council guidelines.

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.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

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. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images

relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

## **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

## **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 Gloucestershire Council guidance for recording incidents involving pupils in schools. Any incidents are now recorded on CPOMS.

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.

This 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. 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.

At Whitminster, our school population is predominantly from one or a small number of faiths, ethnic or socio-economic groups and therefore does not reflect a wide diversity of culture, faith, ethnicity and social backgrounds. Consequently, throughout the school, through the learning environment, the curriculum, learning opportunities, we place an emphasis on providing pupils with the opportunity to learn about and from those from different backgrounds. Alongside this, we are proactive in encouraging children to reflect on the independence and interdependence of different communities at local, national and global level.

## **4. Responsibilities**

One named governor Gill Coleman 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;

## 5. Staff development

- 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 is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

### 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.

We are bound by the legal requirements of the Sex Discrimination Act 1975, the Race Relations Amendment Act 2000, the Disability Discrimination Act of 1995 and guided by the Gloucestershire Policy on Equal Opportunities in Employment.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## 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 kept under regular review for three years and then replaced in September 2026.

## **7. Reporting on progress and impact**

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

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

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

Our equality objective-setting process has involved

- i. gathering evidence from our tracking and monitoring on-line package where equality groups have been identified and can be tracked separately,
- ii. and from involving relevant people (including disabled people) from the start, including staff from relevant outside agencies and parents of the travelling community to ensure that their children have full access to the curriculum

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
  - ethnicity,
  - religion or belief,

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

## 10. Equality Objectives 2023-26

(To be kept under regular review)

<b>Equality objectives (focused on outcomes rather than processes)</b>
Educate all about discrimination and prejudice and ensure a harmonious environment is maintained (social cohesion), including training for staff and governors regarding equality and diversity when appropriate training is available
Strive for all pupils regardless of gender, ethnicity, disability, religious beliefs/faith tradition, age or any other of the protected characteristics to achieve the highest possible standards in their learning and make good progress
Develop further opportunities for pupils to learn about different faiths including visits and visitors to the school

## 11. Access Plan 2023-26

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>To ensure that there are opportunities to celebrate and educate the children about the life and culture of travellers and showmen (long term/medium term plans to be monitored by all staff.</p> <p>Staff to work with traveller families to develop SRE curriculum</p> <p>To support pupils with EHCP plans</p>
ii. Physical improvements to increase access to education and associated services	<p>To continue to seek funding for a library space that all children can enjoy with suitable space to sit and read.</p> <p>To continue to seek funding for a dedicated space for a pre-school to be set up in the village</p> <p>Access to hall is kept clear and chairs for identified members of the community to meet specific physical needs.</p>
iii. Improvements in the provision of information in a range of formats for disabled pupils	<p>To be agreed to meet specific needs</p>

## 12. Community Cohesion Plan 2023-26

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	To ensure that the new long term plans reflect a good understanding of being a member of a community
ii. Equity between groups in school, where appropriate	Termly monitoring of club attendance Tracking and monitoring using Classroom monitor to ensure progress is consistent across the school and different identified groups (3 times/year- assessment weeks, Oct, Feb and May)
iii. Engagement with people from different backgrounds, inc. extended services	Equality governor to monitor visits and visitors from different background and report to curriculum committee at the end of each academic year.