


Title: All Saints' C of E (VC) Primary School Equality Scheme		
Full Governing Body Ratification	Date: November 2024	
Total Number of Pages 15	Review Date: November 2027	
File Name: Equality Scheme		

Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

1. Policy statement

- a) In accordance with the school strapline, 'Every Child Shines' which embodies our vision we pledge:
- to respect the equal human rights of all of 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 and celebrate community cohesion at school, local, national and global levels, comparing our school community to its local and national context and continue to drive community cohesion taking into account:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

OUR 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 will monitor and analyse pupil performance by gender, disability, special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

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.

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.

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 National Curriculum set in September 2014 and engage with the schools 'Shine Curriculum' which delivers the National Curriculum.

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.

Behaviour and Attendance

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

as set out in the behaviour policy with a clear Hierarchy of unacceptable behaviours in place to ensure consistency.

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. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have and the schools behaviour policy reflects this in the paragraph relating to the disability act and making reasonable adjustments.

Partnership with pupils, parents, carers and the wider community

We continue to encourage parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all, e.g. our website has a tool which enables it to be translated into multiple other languages and therefore accessible to 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 will be made available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information discreetly via the office.

Informal events are designed to include the whole community.

Leadership and management

Under the County Admissions criteria 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, EHCP's or One Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with their own efficient education or that of other children.

Comprehensive information about pupils' ethnicity, first language, religion, diet and medical conditions. is included in admissions forms.

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

This school opposes all forms of racism, homophobia, prejudice and discrimination.

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
- acknowledging the differences in syntax with non spoken forms of English (eg British Sign Language)

2. Statutory requirements

In accordance with statutory guidance we set equality objectives every four years which are published and shared with the school community. These objectives are reviewed and reported on annually. We also have an accessibility plan which is produced every two years. We have a community cohesion statement which is reviewed annually also.

3. School Context

The following 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 is therefore part of the information that informs our objective planning for both Equality and Accessibility and for our approach to Community Cohesion.

Analyse School Performance (2024) provides the information for the school to be able to examine its context in comparison to other schools nationally. It shows that:

- The school is larger than average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is above national average (26.5% compared to 25.9% nationally).
- The percentage of pupils with special educational needs who receive SEND support (15.3%) is above other schools nationally (14.1%) as is the proportion supported by an EHCP. (3.5% compared to 3.0% nationally)

Further Data from ASP (2024):

Ethnicity/culture context of the school (local and national)

- 8.0% of pupils at All Saints' are from minority ethnic groups compared to a national average of 37.9%
- 2.2% of pupils at All Saints' have a first language believed not to be English compared to 22.8% national average

Socio-economic context of the school (local and national)

- 26.5% of pupils at All Saints' are known to be eligible for Free School Meals compared to 25.9% national average. (June 2024 data)
- The School Deprivation indicator is 0.17 compared to a National figure of 0.18. Equality Scheme 1.8

Pupils are entitled to PPG funding and the school writes a Pupil Premium strategy in order to address the difference between disadvantaged pupils and other pupils nationally. This is published on the school website.

4. Responsibilities

Governors take responsibility for 'Vulnerable pupils', supporting the Leadership team in:

- 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
- Ensuring the 2014 National Curriculum is planned for and a statement of British Values is published on the school website

The Leadership team are 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 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.
- Teaching the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

- Staff have full access to all Policies via the Google staff drive.
- Inclusion and related issues are discussed at staff meetings.
- Teachers understand that incidents relating to discrimination of any kind must be reported to the Senior Leadership Team.
- Senior Leaders attend Essex Primary HT and Spires Partnership meetings at least termly to receive updates and share best practice.
- All Staff meet termly to track pupil targets and work on individual plans. Data is available to governors including pupils deemed as vulnerable through termly presentation of Teaching and Learning Reports.

6. Publication and review

This Equality Scheme and Accessibility Plan fulfil statutory requirements under the terms of legislation. (See Appendix B and C for the action plans). As they are public documents, the school governors publish them by making them available on request. They are also available on the school website. A Community Cohesion Statement (See Appendix A) is also produced and made available on the website, this is reviewed annually.

The scheme will be kept under annual review. The Equality Objectives will be replaced in November 2023 then November 2027.

7. Reporting on progress and impact

A report on progress towards the Equality Objectives and actions on the Accessibility Plan will be published by the governors via the annual update of this Equality Scheme. Evidence will also be kept of the impact of the ways in which we promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background. This will be reported in the School SEF and updated as required.

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.

ASP and school Teaching and Learning Reports are thoroughly analysed by the ELT. This provides ongoing evidence through data of the impact of our equality scheme. Ofsted and Church School Inspectors produce written reports. The SIDP is used to address any issues identified in these reports, which are produced by the Leadership Team and reported on termly to Governors through the SIDP review.

Parents are invited to make a written comment on receipt of their child's report annually in the summer term. Senior leaders read all of the comments and respond as necessary. Termly parent voice sessions are used to seek parent views on a range of issues related to equality and inclusion.

Equality objectives identified by this process are included in the four-year plan in Appendix B.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows: i. through fulfilling the vision of the school, the school curriculum aims and the SIDP

ii. from school data

iii. through discussion and questionnaires with all stakeholders

APPENDIX A – Community Cohesion Statement

All Saints' C of E Primary School believe in the importance of teaching children about the role they play in their community and the impact they can have. We believe that they should develop a sense of belonging within the community and a sense of responsibility for developing cohesion.

For this purpose, the four geographical dimensions of “community” are as follows: ▪ the school community

- local communities
- communities across the UK
- the global dimension

Through our Shine Curriculum, children are given opportunities to experience and develop Community Cohesion and the many values that it involves. The statement below outlines many of the ways in which we develop Community Cohesion in school.

The School Community

Children across the school are given opportunities to take on a range of responsibilities within the school community which include School councillors, Eco monitors, Play leaders, Librarians, Sports captains, House captains, International Ambassadors, Mental Health Champions and Collective worship monitors. Children may also be given roles and responsibilities within our school community through subject enrichment or through leading Collective worship.

Our behaviour policy reflects our belief that children should be taught about their rights and responsibilities. We encourage children to develop a sense of responsibility towards all members of our school community and our school grounds by following this policy.

Our year 5/6 pupils work towards achieving a Shine award where they are self-directed in demonstrating that they meet either a bronze, silver or gold standard across 10 areas. These areas include many community links such as being part of inspiring events, exploring the wider world and its opportunities, volunteering, charity and community.

Our curriculum maps include sections on learning beyond the classroom and moral and spiritual development and these help drive our curriculum. Learning beyond the classroom encompasses all of the four aspects of community and for each topic covered in each year group there is a learning beyond the classroom aim.

We also have a pastoral team who support children with social, emotional and behavioural needs which impacts on them being able to more successfully access learning. They also support Young Carers in school. Our safeguarding team supports families through Team around the Family meetings.

Local communities

Our school has well established links with our local church, All Saints'. Members of the church sit on our Governing body and are regular visitors in school for a range of activities such as leading collective worship, supporting school trips and supporting children in the classroom. Once a term, our children lead worship in the church and a patronal service is held annually, where again our children are involved.

We also have links with schools in our partnership and together we take part in a range of events, such as the Barnardos concert, sporting events and competitions, and visits and other curriculum linked events.

Our school is very welcoming to visitors from the community and we often receive visits from both members from the Christian faith and other religions. We are also often a placement for volunteers from the community. We value and encourage parental involvement. We regularly invite parents into school for a range of events including class assemblies, open afternoons, enrichment homework displays, PTA events, Sports day, workshops and stay and play sessions in EYFS.

We strive to be part of the local community and make a difference. Our choir take part in community events throughout the year. Some children take part in our Up Project as part of extra curricular activity where they visit St Peter's Care Home in Maldon. They establish mutually beneficial relationships with the residents. This project allows them to learn and experience many of our values in a very real context, such as compassion, tolerance, independence, confidence and understanding. They also get to experience first-hand the very real impact that they can have on their local community.

Communities across the UK

Supporting children in developing an understanding of the diverse nature of our country is important. We continue to work closely with Central Park School in Newham, visiting them yearly with groups of our children and hosting a visit here also.

We support many charities, locally, nationally and globally. Our children often lead with raising money for charity. They will often suggest supporting charities which have made a difference to them, their families and friends and many ask to host a charitable event which they run themselves. They also talk to the school community about their experiences, raising awareness of conditions that affect them and their families and how we as a school community can support them also.

The Global Community

We have established links with a school in Zambia called The Vinjeru Flying Kites school. Our group of International Ambassadors take the lead on this and activities they have organised to support this growing link have included raising money to buy resources for them, organising for classes to write letters to a partner class, making a film of our school to send to them and leading assemblies where they share correspondence from the children of Vinjeru including letters, photos and films.

Appendix B - Equality Objectives 2023-27

(To be kept under regular review) Updated Annually

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools. Through these objectives we aim to:

- 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.

Equality objectives (focused on outcomes rather than processes)	Tasks to achieve objective	Timescale/Review date	Monitoring/ Person Responsible
<p>To continue to track all pupils ensuring the progress of vulnerable groups is closely monitored. Allocating support &/or adapting teaching strategies to address issues where progress is below expected.</p>	<p>Termly Teaching and Learning reports focusing on vulnerable groups eg, SEND, AMA, Boys, Girls, EAL etc</p> <p>Work scrutiny and learning observations</p>	<p>Termly T and L reports ongoing</p> <p>Termly work scrutiny ongoing</p>	<p>HT / Deputy Head / Phase Leaders Core Subject Leaders / FGB</p> <p>HT / Core subject leaders / FGB</p>
<p>To ensure all resources planned for the ongoing site development are accessible by all members of our school community and visitors to our school including those with a physical need.</p>	<p>Termly site walk of H and S Governor with site manager.</p> <p>Annual audit of H and S in school together with Termly review of progress towards H and S objectives.</p>	<p>Annual accessibility focus as part of termly site walk</p> <p>Annual audit / Termly review</p>	<p>HT / H and S Governor / FGB HT / Site manager</p>
<p>Continue to facilitate inclusive practice in school including the provision of rich resources to support the needs of pupils on a more personalised curriculum due to their level of additional need.</p>	<p>Work with the SEND innovation team to facilitate a 'Shine hub' to support High Needs pupils.</p> <p>Facilitate access to funding through this resource to ensure all pupils have access to the support they need.</p>	<p>Aim to have a September 24 hub in place</p> <p>Funding to be released through this facility for all pupils in Sep 24</p>	<p>HT / SBM / FGB</p> <p>HT / SBM</p>
<p>To review all Equal Opp' policies eg anti-bullying, Recruitment policy etc</p>	<p>Policy review overseen by the Executive Headteacher and Clerk to Governors.</p> <p>Policy File regularly updated by Clerk and kept on the Google Drive and are available to all upon request.</p>	<p>Annually</p>	<p>Policies reviewed by HT or Deputy Head dependent on their nature.</p>

<p>Governors to review the Equality and diversity clause included in all policies. All new and existing policies at review, to continue to take into account EA2010 and this to be included as a standard clause.</p>	<p>Governors to review the Equality Clause The Equality and Diversity Clause continues to be included in all new and existing policies.</p>	<p>December 2023 Ongoing</p>	<p>HT / Clerk to Governors and Chair of Governors</p>
<p>To maintain strong relationships with the different partnerships we have established, ensuring children and staff have opportunities to experience the diverse nature of our society.</p>	<p>Continue our link with Central Park school through visits. Continue our links with Vinjeru School in Zambia. Continue to work in partnership with the Spires</p>	<p>Annually and ongoing</p>	<p>HT / Deputy Head/ Link lead teacher International Ambassador children and lead teacher EHT/Head of School Governing Body and staff</p>
<p>Ensure accessibility for all stakeholders to website and school communication.</p>	<p>Information on website to continue to be accessible in some format to all parents/stakeholders. Website includes provision of being able to change easily into a range of different languages to make it accessible to all. Staff to ensure parents are aware of this accessibility.</p>	<p>Ongoing</p>	<p>Communications administrator</p>

APPENDIX C - ACCESSIBILITY PLAN 2024-2026

In producing this plan the different needs of the children we have in school were considered and reflected upon and those of other stakeholders. These needs include autism, epilepsy, hearing and visual impairment, diabetes, SEMH and SEND.

Objectives/Targets	Success Criteria	How	Time Scale	Who is responsible	Costs/ Time, Training	Monitoring of target and data to be used
Teaching and Learning: To support children in accessing education and being in the right mindset to support learning	All pupils to have good attendance and be ready for schooling	Through the appointment of a family liaison member of staff who will monitor attendance and work with families to ensure pupils are in school and ready to learn. This is particularly for pupils from a disadvantaged background. Pastoral care provided.	Starting Dec 24	Family Liaison Officer HT / DHT PPG Governor Wellbeing governor		Data created by Family Liaison
Teaching and Learning: To support children in accessing the curriculum	All pupils have access to the curriculum to optimise progress for each individual.	Phase leaders to monitor progress and work with their phase team to ensure all vulnerable groups are closely tracked, their needs identified and addressed. Work closely in producing one plans and planning for intervention. Tutoring to support catch up Personalised curriculums where necessary Children have access to clubs through PPG strategy Intervention support	ongoing	HT Phase leaders SENCO Pastoral team	Staff Meetings for T and L reports and One planning	T & L reports focus on vulnerable groups Progress and attainment data SEND data Governor monitoring PPG statement

<p>Health and Safety: To review the changing needs of the pupils of different cohorts and resources they require</p>	<p>The site continues to be a safe place for the whole school community. The needs of individuals are met appropriately, ensuring that they thrive.</p>	<p>New site manager appointed to maintain health and safety of the site (receiving necessary training) New intake each year are needs assessed and health and safety provision put in place ready for their transition into school eg toileting facilities Continue termly evacuations ensuring the needs of individuals are met Weekly meetings of safeguarding leads to ensure safeguarding needs are met</p>	<p>Termly evacuations Annual health and safety Audit Termly health and safety monitoring visit Weekly safeguarding meetings</p>	<p>EHT All Staff SENCO H +S Governor or DSL and DDSL</p>	<p>Site manager training – to be determined once appointed</p>	<p>Termly timed evacuations/fire procedures. Record kept in fire register in school office available to view by H&S governor Governor monitoring visits Completed annual health and safety audit One plans for individual children Safeguarding meeting minutes</p>
<p>Premises: Through any new build work include accessibility for all stakeholders as part of the plans and development phase. This to include potential work related to the establishing of a school hub for SEND pupils.</p>	<p>The site is accessible to all in the school community and any new build on the site continues to meet that requirement.</p>	<p>Governors agree premises development that ensures accessibility for pupils and other stakeholders with disability.</p>	<p>ongoing</p>	<p>EHT Governors SBM</p>		<p>Parental Feedback Opportunities through informal meetings with H +S Gov' and at Parent evenings and questionnaires/parent voice Health and safety walks</p>
<p>Attendance: To implement a whole school strategy</p>	<p>Whole school attendance to continue to rise The attendance gap between disadvantaged and non-disadvantaged is reduced</p>	<p>Whole school strategy is shared with the school community. Attendance monitored weekly and actions taken to improve attendance. Review of attendance policy. Attendance matters leaflet of information shared with parents.</p>	<p>ongoing</p>	<p>Head of school All Staff</p>	<p>None</p>	<p>Attendance data monitored weekly Governor monitoring</p>