

East Somerset Federation



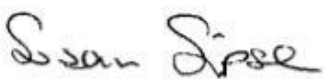
Bruton
Primary School



Upton Noble
C of E VC Primary

Equality Scheme & Objectives

**Approved by the Governing Body of
The East Somerset Federation**

Signed: 

Date: October 2023

Date for Review: October 2027

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1. Statement

This scheme outlines the commitment of the staff and Governors of the East Somerset Federation.

- a) In accordance with our mission statement and values we endeavour:
- To respect the equal human rights of all our pupils
 - To positively promote equality and diversity to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - To educate pupils about equality
 - 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:
- Gender
 - Race
 - Disability
 - Religious belief
 - Age
 - Sexual orientation
 - Pregnancy and maternity
 - Socio-economic background and other protected characteristics
- c) We will promote community cohesion across all settings with the East Somerset Federation, local, national and global levels, comparing our school communities 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. They also relate to Local Authority procedure for recording incidents involving pupils in the school.

The Accessibility Plans 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 covers the statutory requirements outlined in the Early Years Foundation Stage Statutory Framework.

3. Community Cohesion: A Shared Contextual Statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio- economic factors of the communities of Bruton Primary School, Ditchat Primary School, Upton Noble C of E Primary School, Tree House Pre-School and

Community Kids Pre-School of who encompass the East Somerset Federation. As inclusive schools we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

- Ethnicity/culture context of the schools.

The Federation serves a mainly white British rural community and has well below the national average of pupils with a heritage background other than white British. There are significantly less pupils at the school who are learning English as an additional language than the national average.

- Religion/belief context of the schools.

Both Bruton School and Ditchat School have a non -church foundation and follows a broadly Christian ethos. There are effective links with the local church which the schools visit occasionally. The school community celebrates the main festivals of the major world religions. The pupils are encouraged to share their own faith, and learn about other people's faiths. They are taught about other faiths and whilst pupils visit the local churches, visits to a mosque or other places of worship are restricted through distance.

Upton Noble is a Church of England VC Primary School with a strong Christian ethos. There are effective links with the local churches which the school visits on a cycle. The school community celebrates the main festivals of the major world religions. The pupils are encouraged to share their own faith, and learn about other people's faiths. They are taught about other faiths and visits to a mosque or other places of worship are organised throughout the year.

- Socio-economic context of the schools.

The deprivation indicators of the school are below the national average, as are the free school meal eligibility. There is, however, some rural deprivation. Mobility is higher than the national average and in some cohorts is significantly above.

- Current issues affecting cohesion at school, local and national level

Racist incidents are rare and pupils generally mix well between the small number of pupils from different ethnic groups within the school community. Links with schools internationally are helping pupils gain an understanding of other cultures.

4. Responsibilities

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.
- Making sure the school Equality Scheme and its procedures are followed.
- Monitoring progress towards the equality objectives and reporting annually.

The **Executive Headteacher** 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 Governors, staff, pupils, and their parents and carers know about them;

- Producing regular information for staff and Governors about the plans and how they are working; through the Executive Headteacher's report at full Governing Body meetings for example.
- Making sure all staff know their responsibilities and receive information and support in carrying these out, for example at whole school staff meetings each term, in the staff handbook and access to policies on the school website.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents, for example at whole school staff meetings each term, in the staff handbook and access to policies on the school website.
- Anticipating and 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
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Accessing training and learning opportunities. All training is recorded

The Executive Headteacher is responsible overall 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.

As part of our school self evaluation, issues that relate to promoting equality are evaluated. The staff development programme is based on this evaluation.

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 as a paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the appropriate department at the local authority.

The scheme will be kept under review for three years as part of the ongoing policy review plan.

7. How we report on progress and impact

A report on progress with the actions listed below will be published by the Governors via our school website at the end of each school year.

A copy of each annual report is sent for monitoring purposes to the local authority by internal email to:

CYPD Equality & Diversity Officer,
County Hall, Taunton, Somerset, TA14DY.

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
- Age

Equality objectives identified by this process are included in the School Development Plan as appropriate.

Evidence of this process and progress is reported to the Governing Body.

- Racist incidents are reported to the Local Authority.
- Children with special needs are monitored and their progress is reported to their parents and the Governing Body are given an overview of provision and progress.
- We track pupil progress by age, gender, ethnicity, mobility, socio-economic background and English as an additional language.
- Incidents of homophobia are recorded and monitored.
- Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures e.g. racist incidents, aggressive behaviour, and staffs conduct.

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 tracking
 - Pupil assessments
 - Reports of incidents
 - Multi agency reports
 - Inclusion in school activities (e.g. clubs, visits)
 - Behaviour books
 - Rewards
 - Exclusion reports
 - Analysing School Performance/ Inspection Data Summary Reports
 - Fisher Family Trust
 - Child protection, children in need and LAC information
- iii. And from involving relevant people (including disabled people) in the following way:

- Parents through a questionnaire, consultations, parent meetings.
- Pupils through a questionnaire, circle time, PSHE, SEAL and ELSA.
- Outside agencies, with a professional interest in individual or groups of pupils such as school nurse, social care, Speech and language therapists, Occupational health, medical professionals.
- Staff, Governing Body, and Local Authority.
- The police, the PCSO, the local church.

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. Three-Year Equality Objectives 2023-26

Equality objectives
Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc.
Educate all about discrimination and prejudice and promote a harmonious environment
Strive for all pupils to achieve the highest possible standards in their learning and make good progress, regardless of ethnicity, age or gender.
Ensure that the appointment of staff is in line with equal opportunities legislation.
Ensure that the Governing Body of the school reflects that of the wider community.
Identify barriers to learning and make provision to meet a diversity of needs.

11. Three-Year Access Plan 2023-26

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	• Visual, kinaesthetic and auditory teaching styles will be promoted • Greater use of Somerset Total Communication • Staff will attend relevant training • Implementation will be monitored • Specialised equipment and resources will provide support • Individualise pupils and groups of pupils' learning as appropriate. • School will make specialised provision where needed
ii. Physical improvements to increase access to education and associated services.	Each year the Governing Body will consider and assess needs and make suitable improvements to the buildings when practicable and where funds are available.
iii. Improvements in the	• Phone calls to be used more when we know parents

provision of information in a range of formats for disabled pupils.	cannot read English • Interpreters will be provided for communicating information, or due to deafness • Increased use of text messaging • Information on the website updated regularly, for those parents with no access to the internet suitable arrangements will be made within school
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12. Three-Year Community Cohesion Plan 2023-2026

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 Community

	Actions
i. Quality of Education	The School Community: • Pupils will be taught Social and Emotional Aspects of Learning and about health and well-being • Issues will be dealt with through Circle Time/Open ELSA • School and class Assemblies Local Communities: • Trips to places of worship • Visitors in and visits out eg local artists and sports people • King Arthur’s tournaments • Football club links • Links with other local schools • Using local points of interest, the library, Dovecote and museum • Curriculum work – studying the history and geography of the local community • Involvement of police and fire services • Bike ability • Fundraising for local charities • School Open Day • Parent Staff Association events Communities across the UK. • Trips to London, Weymouth and Bristol • Residential trip for Year 6 to Devon The Global Dimension: • Bruton Primary School will continue to develop its’

	International Education Exchange programme with Mufulira Mine Basic School, Zambia • Fundraising walks for our Zambian exchange • Teacher exchange to and from Zambia • Children will study and develop a joint project with Mufulira Mine Basic School • It will promote fair trade ethics through the curriculum provision and worship provision • Pupils will continue to raise money for global disasters • Fundraising for global charities such as 'School in a Bag'
ii. Equity between groups in school, where appropriate.	• SEALs • Circle Time • PSHE • ELS • Monitoring participation and provision • Support for pupils with additional needs
iii. Engagement with people from different backgrounds, including extended services.	Visitors (artists, storytellers, dancers, authors) from a variety of different cultural backgrounds for example Zambian school and School in a Bag

The following outcomes will be monitored and reported as an indicator of how successful our action plan is.

Outcomes
Reduction in incidents of racist incidents
Reduction in incidents of unacceptable behaviour
Reduction in incidents of exclusions
Increase in pupil attainment for all ethnic groups
Closing the gap in achievements and attainment in gender
Closing the gap in achievements and attainment in SEN
Closing the gap in achievements and attainment in FSM