



Schools need to have a Race Equality Policy, Disability Equality Scheme and Gender Equality Scheme. This scheme and the accompanying action plans sets out how the governing body will meet the three equality requirements.

Our Vision

Our vision is to build foundations for every child to fulfil their potential in life.

Our Mission

Our mission therefore is to create an inclusive environment encouraging forward thinking, determined, successful pupils, who will draw inspiration from each other. Pupils will develop lifelong skills to use in an ever changing world and understand that working together in an honest and respectful partnership is the way forward.

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

1. Policy statement

- a) In accordance with our mission statement and school values 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,
 - special educational need, 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. They also relate to the Essex 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 and the Equality Act 2010 Schedule 10.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

The policy 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 10 below to promote community cohesion.

4. Responsibilities

One named governor, Mr. Harrison, 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.

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

Visitors and contractors are responsible for following relevant school policy.

5. Staff recruitment and professional development

Governors and members of staff involved in the selection and appointment of new staff ensure that the principles and practices of the schools equality policy are adhered to.

All members of staff are entitled to appropriate training, so they are able to play a full part in ensuring that the school promotes equality. Staff training should be linked to priorities within the school's strategic plan. Introduction of new staff includes equality training. The Governing body must identify with the schools policy with regard to equality and make arrangements to ensure all governors are aware of training needs to meet the schools policies.

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 2020.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published via Individual Assessment Summary Reports, Mid-Term Annual Report and End of Year Summary. 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.

Impact assessments refers to the review of all current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an on-going process to ensure the school's planned policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

Equality objectives identified by this process should be included in Section 10, or in the School Improvement Plan as appropriate.

9. How we chose our equality objectives

We are committed to giving every child an opportunity to achieve the highest of standards, by ensuring the children at this school are provided with the facilities to experience, understand and celebrate diversity.

- Every pupil should have the opportunity to achieve the highest possible standards.
- Be able to develop a sense of personal and cultural identity, with confidence and openness to change that allow them to be receptive and respectful with regard the identities of others.
- Be able to develop the knowledge, understanding and skills needed to enable them to participate not only in the United Kingdom's multi-ethnic society, but also in the wider context of an interdependent world.

Within this ethos of achievement, we do not tolerate bullying or harassment of any kind

The school aims are to:

- eliminate all forms of bullying and discrimination;
- promote equality of opportunity;
- promote good relations between people of all ethnic, socio-economic, gender, disability, religion or belief.
- Monitor and assess the impact of all our policies, on pupils, staff and parents.

10. Single Equality Plan 2017 – 2020

R =Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, CC = Community Cohesion, SN = Special Educational Need

R	D	G	SO	A	RB	CC	SN	Action	Expected Outcome	How will impact be monitored?	Responsibility	Timeframe	Review Comments
x	x	x	x	x	x	x	x	Parent Questionnaires Pupil Questionnaires Staff Questionnaires Parent Consultations Curriculum Workshops Open Door Policy	Canvass opinions of pupils, parents and staff about the school in order to help shape the school self evaluation	Feedback from users	Governors	Termly	
x	x	x	x	x	x	x	x	Infant Music Festival Junior Music Festival Young Voices (O2) Primary Dance Festival Canvey Town Council Armed Forces Day Canvey Town Council Christmas Event Carol Services Concerts	Greater and continued opportunities for school music and dance groups to perform locally and community cohesion	Feedback from users	All	Ongoing	
x	x	x	x	x	x	x	x	Residential home visit by our choir	Sustained and greater involvement by older community members in our school	Feedback from residential homes	All	Autumn Term	

x	x	x	x	x	x	x	x	MacMillan Coffee Morning Indee Rose Charity Red Nose Day Sports Relief Children in Need Remembrance Poppies Havens Hospices Race for Life	Sustained charity involvement by the children	Feedback from pupils, parents and staff	All	Ongoing	
x	x	x	x	x	x	x	x	Walking Bus	Reduce absenteeism to improve attendance	Attendance percentage increases	DHT Attendance Officer	Ongoing	
x						x	x	A series of assemblies covering British Values: <ul style="list-style-type: none"> • democracy • rule of law • freedom of choice in faiths and beliefs • tolerance of others 	Children have a better understanding of British values and how they govern our lives.	School Ambassadors minutes. Discussions with children. School Council.	HT	June 2018 onwards	
x						x	x	Challenge pupils' perceptions of other countries and cultures through whole school assemblies, specific faith/cultural assemblies and the Geography curriculum.	Children have a better understanding of different faiths and cultures in our community. Children have an awareness of the world outside the UK. Children understand that all countries have rich and poor areas.	PSHCE Assemblies	All Staff	June 2018 onwards	

x						x	Continue to identify and monitor racist incidents and report the figures to the GB on a regular basis.	The school is monitoring, auditing and addressing racist incidents.	Monitoring of racist incidences and that there is no re-occurrence.	SLT	Ongoing	
x	x	x		x	x	x	Ensure the curriculum, displays and enrichment activities promote positive role models that young people identify with. Ensure these reflect diversity in terms of race, gender and disability.	Links with local groups, visitors, enrichment activities and displays all promote positive role models around school.	Pupil voice - monitoring of pupil attitudes and reactions.	All	June 2018 onwards	
	x						Publicise a map and access arrangements, including parking info for visitors to the school, via the website. Ensure this makes clear that disabled parking is available if required.	Parents and other prospective visitors, particularly those with a disability, are aware of our location and facilities.	Feedback from users	HT	Ongoing	
x	x					x	Provide information to sensory impaired people and to those for whom English is an additional language.	Improved access to the information contained on the school's website and associated written materials.	Feedback from users	HT	June 2018 onwards	
x	x	x			x	x	Continue to analyse pupil achievement by race, gender and SEN/disability and act on trends and patterns in data that require additional support for pupils.	Achievement data analysed and trends/patterns identified. Support put in place and this shows a positive impact on achievement and a reduction in the equality gap.	Data analysis of attainment and progress through pupil progress meetings.	SLT/SMT	Ongoing	

x	x	x			x	x	x	Continue to ensure that all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through pupil voice activities, class assemblies, circle time or fundraising/community activities.	All pupils are given the opportunity to contribute to the wider life of the school and are actively encouraged to take up pupil voice responsibilities.	Inclusion monitoring shows a significant number of pupils are involved with the wider life of the school.	Staff and governors	Ongoing	
x	x			x	x	x	x	Encourage children to be good citizens by respecting and valuing all members of our local community.	Children show respect to school visitors & feel confident to ask them questions. They are confident to interact with people of different ages, genders, faiths, nationalities and those with disabilities.	Observations made by staff.	All Staff	June 2018 onwards	
x	x						x	Continue to ensure teaching materials are available in accessible formats, as and when needed.	Adaptations are made to materials that ensure the inclusion of every child, e.g. modified resources, support staff, devices, room use.	Monitor frequency of use of adapted materials.	Class Teachers SENCO Specialist Teachers	Ongoing	
	x						x	Consider needs of disabled pupils when planning any re- structuring of the school building or grounds.	Layout of the school allows access for all pupils to participate in school life.	Via minutes of planning meetings with contractors etc.	HT and governors Site Manager	Ongoing	
	x					x	x	Ensure all disabled pupils and adults can be evacuated safely from the school building. Check emergency exits are wheelchair compatible.	All pupils, staff and visitors are able to exit the school building quickly and safely.	Half termly fire drills	All	Half termly following the fire drills	

	x					x	x	EVC to develop guidance for staff re the planning of school visits	Educational visits are accessible to all pupils.	Via educational visit plans/ requests for approval	HT	Ongoing	
x	x	x	x	x	x		x	Understand and address staff and pupil perceptions of race, disability and gender equality in school.	The school and wider community are aware of, and actively working to support, our Equality Scheme. Negative perceptions are challenged and addressed.	Pupil voice Staff training feedback.	All	Ongoing	