



Nicol Mere School Equality Scheme 2016-20

- See also school Equality policy
- **Lead governors PG/CQ** (share with FGB regularly – updated with FGB October 2016)

1. Overarching policy statement see policy

NMS aims to ‘eliminate unlawful discrimination to advance equality of opportunities and foster good relations for everyone’.

NMS must have ‘Due Regard’ with respect to Equality:

LEGAL DUTY – X2 areas

1. PSED public sector equality duty

2a. publish information showing compliance with 1

2b. publish information for at least one equality objective

- 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,
 - race, religion or belief,
 - socio-economic background,
 - gender and gender identity / reassessment,
 - pregnancy and maternity
 - disability,
 - sex, sexual orientation, and
 - age.
 - Marriage & civil partnership
- 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
- d) socio-economic background. Segregation – with reference to the Ofsted Inspection Handbook and the Equalities Act 2010: - at present we do not segregate any pupils on grounds of race, gender, disability etc – we do however provide extra ‘catch ups’ for all ability pupils regardless of their backgrounds.

2. Statutory requirements

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Wigan 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, being replaced by the Equality Act 2010.

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

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. In examining the school's context, it relates closely to the beginning of the SEF. 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.

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

Nicol Mere School is mainly white British, but we do have a small percentage of pupils from different ethnicities and cultures.

- Religion/belief context of the school (local and national)

Nicol Mere School is mainly Christian belief / none.

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

Mixed socio-economic background but acorn data overall indicates less than NAV. The FSM is above average.

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

Recent development of local community links (rooms, gardens, people) have strengthened these. International links are made with schools, charities, through the curriculum etc and on our blogs.

Excellent cohesion at school and locally. Great deal of work gone into National and International links including curriculum awareness work. discreet topics eg multicultural and links to contrasting schools in the UK and abroad.

4. Responsibilities

Governors (lead governor) 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.

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

Staff are kept up to date with current developments in equality and community cohesion through C.P.D, their own professional development or from SLT. They take responsibility for monitoring and promoting both equality and community cohesion in their staff leadership and own classes.

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 (see also website).**

The scheme will be kept under regular review for three years and then replaced in 2020

7. How we report on progress and impact

Pupil outcomes forms a large conclusion of the impact of equality work.

Governors discuss progress annually in the standards committee.

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. Equality impact assessment

We will monitor 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.

Learning outcomes, staff, parent and pupils perceptions, monitoring data for each including use of school records, acorn and raise online.

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

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from equality impact assessments,
- ii. from school data raise online, acorn etc
- iii. Ethnicity ideas from a range of stakeholders –
- iv. School self evaluation including Ofsted.

The evidence is 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. Four-year equality objectives 2016-20

(to be kept under regular review)

'STAFF MEETING SURVEY AUTUMN 2016'

Equality objectives (focused on outcomes rather than processes)
Create access plans.
Promote National and International links in Community Cohesion.
Continue to ensure all distinct groups of pupils achieve to their potential – equality ROL.
Monitor the impact of changing socio economic background of pupils and respond to their needs eg: agency support and tracking.
Promote equality and Human Rights in all school life eg curriculum / assemblies.
Elicit ideas from the pupils as to how they would like to see changes in school for distinct groups eg establish girls soccer team.
Promote disability awareness amongst children eg disabled / days projects.
Build on previous high attendance and ensure it stays high from September 2016.
Ensure school values of respect and equality are promoted daily and linked to British values.
Changing school pupil dynamics
Constant referrals in class work and assemblies

11. Four- year access plan 2016-20

- Ks1 entrance lip on door for wheel chairs
- White lines for visual impairment
- Disabled toilets
- Disabled shower
- No stairs

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	<ul style="list-style-type: none"> • Lead governor to oversee EQUALITY & ACCESSIBILITY DUITES MET • Hearing aid teacher/pupil system for deaf / hard of hearing • EMAS for EAL pupils • continue to ensure all distinct groups achieve to their best by end of Y6. • Attendance –high • Awareness raising in curriculum eg: disability • The physical site see above • Equality/disability days • British and curriculum maps
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • No major issues – case by case scenario • Done lot in past. • Continue to ensure all get access eg pupil residential even if disabled or SENS
iii. improvements in the provision of information for parents of all abilities	<ul style="list-style-type: none"> • See workshops, gateway links and 1:1 where necessary.

12. Four-year community cohesion plan 2016-20

The choice of appropriate actions to promote community cohesion is based on the needs identified by school, 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 (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	<ul style="list-style-type: none">• Continue to maintain community cohesion as high profile in curriculum by promoting and monitoring opportunities in classes and around school.
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none">• Awareness through curriculum• Build on current strengths• Video conference and face to face meetings with contrasting schools across UK – see Ofsted.
iii. engagement with people from different backgrounds, incl extended services	<ul style="list-style-type: none">• See above no ii2• Also visitors in school eg multicultural and assemblies and parents.• Provision in curriculum.