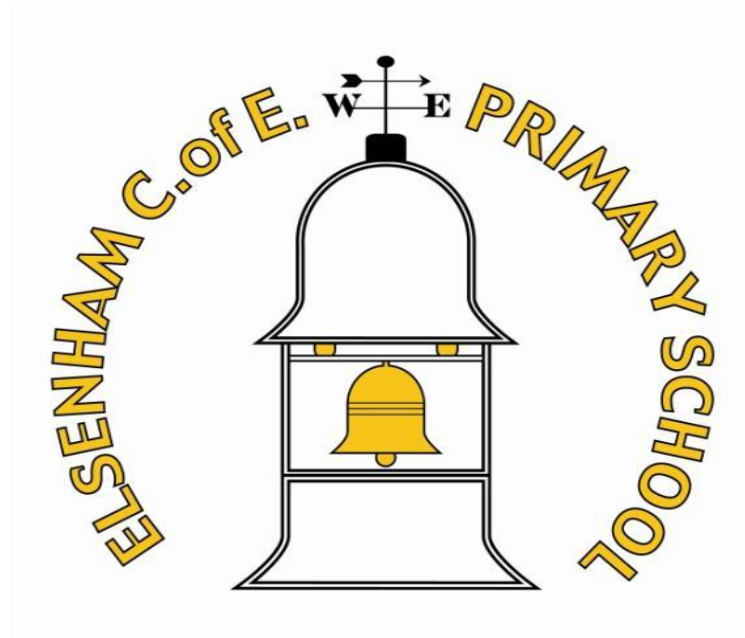




Elsenham C. of E. Primary School

Equality Scheme

Policy dated:	Review due:	Reviewed by:
March 2026	March 2028	CSIC



Elsenham C. of E. Primary School

Equality Scheme

1. Policy Statement

- a. In accordance with the values of Elsenham C. of E. Primary School 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

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.

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

3. Community Cohesion

The following statement outlines both the data and current issues relating to ethnicity,

religion/belief and socio-economic factors:

- Ethnicity/culture context of the school (local and national)
Elsenham C. of E. Primary School is in the middle percentile (compared with National statistics) with regards to Ethnic minority groups and English as a second language. Teaching, the curriculum (which include regular visits from a range of Ethnic and multicultural backgrounds), resources and displays in our school reflect the experiences and backgrounds of pupils, promote diversity and challenge, and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.
- Religion/belief context of the school (local and national)
Our school is a Church School underpinned by Christian Values. Religious Education is taught to all children, although parents do have the right to withdraw their children. The school follows a scheme which gives children a broad and balanced coverage of a range of religions. Collective worship occurs daily, either in the form of an assembly or as a class based activity and follows mainly a Christian theme. Religious days, festivals and special days are incorporated into the schedule and we have regular visits from local churches.
- Socio-economic context of the school (local and national)
Elsenham C. of E. Primary School is a semi-rural school in a mixed area of affluence and social deprivation: children come from a range of socially diverse backgrounds.
- Our school works closely with the local secondary and primary schools in the area extending links with a range of stakeholders within the community.
- Current issues affecting cohesion at school (local and national level).
Elsenham C. of E. Primary School is mindful of current issues and ensures they are addressed accordingly.

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

The Headteacher 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 recognize 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

Training and development opportunities, in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements, are integral to the work of our school and are closely aligned to our School Development Plan.

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, and on the school website.

The scheme will be kept under regular review.

7. Reporting on Progress and Impact

A report on progress with the actions listed below will be published by the governors e.g. website, newsletter etc. 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 and race
- Religion or belief
- Socio-economic background
- Gender and Gender identity
- Disability
- Sexual Orientation and
- Age

Equality objectives identified by this process should be included in the three-year plan

in Section 10 below, or in the School Development Plan as appropriate.

9. How We Chose Our Equality Objectives

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

- From the equality impact assessments, listed in Section 8 above, ensuring we foster good relationships with all groups.
- Eliminate unlawful discrimination, harassment and victimisation
- From the following data:
 - Pupil performance meetings
 - Termly assessment of data of vulnerable groups
 - End of Key Stage data
- From involving relevant people (including disabled people) from the start in the following way:
 - Pupil perception surveys
 - Parent perception surveys
 - Questionnaires

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

Equality Objectives 2026-2028

(to be kept under regular review)

Equality Objectives (focused on outcomes rather than processes)
To monitor progress of all groups including vulnerable groups to ensure appropriate progress.
To continue to foster zero tolerance of racial / religious intolerance via exploration of a range of multicultural topics via the curriculum and assemblies.
To monitor access for all stakeholders to communication and adapt as required to the changing needs of the school.
To use a skills based approach, where appropriate, to broaden access to all groups and abilities
To offer a range of facilities to parents and the community to enrich and extend their opportunities.
To continue to develop links with schools in local, national and international spectrum to extend children's understanding of their immediate and wider surroundings.
Investigation of auditory and visual aids when and if required. - See Asset Management Plan
Training to increase teacher knowledge and chances for groups, including for example, Autism spectrum disorders (ASD). Adopted children, Looked After Children, behaviour, and social issues and other moderate learning difficulties (MLD).
Review of Aims, Values and Ethos
Ongoing focus on British Values

10. Access Plan 2026-2028

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	• Inclusive classroom learning walks to ensure broad and balanced coverage and access. • Implementation of a skills based curriculum. Monitoring its impact on vulnerable groups. • Training for teachers ensuring their knowledge and understanding of working with vulnerable groups. • Pupil progress meetings. • Half-termly progress reports on all vulnerable groups and all pupils. • Intervention strategies to target vulnerable groups and pupils not making progress. • Monitoring and evaluation of 'One Plan' targets. • Improved transition between key stages and year groups if appropriate. • Ongoing visits from ethnic and multicultural groups.
ii. Physical improvements to increase access to education and associated services.	• Investigation of auditory and visual aids as and when required. • Review of Accessibility Plan.
iii. Improvements in the provision of information in a range of formats for disabled pupils.	• Investigation of auditory and visual aids when and if required. • Use of large print, additional time, scribe and translation during statutory assessments as required. • Investigation of ways to make the school website accessible for people with disabilities and English as an additional language. • Use of one to one support where required to enable specific pupils access to all areas of the school.

11. Community Cohesion Plan 2026-2028

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

	Actions (focused on outcomes rather than processes)
I. Teaching, learning and the curriculum	• Involvement in harvest festival activities with local church. • Local church community supporting our curriculum through visits to the school, taking assemblies and involvement in festivals. • Children aware of diversity within the community of religion, race, language and facilities. • Children to develop understanding of economic wellbeing. • Skills based curriculum. • Involvement of groups from different ethnic backgrounds to run workshops for children.
II. Equity between groups in school, where appropriate	• Monitor and evaluate our provision for Community Cohesion and develop to reflect practice. • Use of pupil performance data to track vulnerable groups. • Pupil Premium funding to support vulnerable groups’ accessibility to clubs and other activities. • Skills based curriculum to provide greater access for all.
III. Engagement with people from different backgrounds, inc. extended services	• Children aware of diverse occupations within local community and wider national perspective. • Facilities to be widely used by a range of providers within the community: ○ Football Coaches ○ Family Learning ○ Parent Groups ○ Village organisations e.g. Church Lunch Club ○ Extended school provision

Appendix A

Pupils' Attainment and Progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach the highest possible standards.

The school recognises and values all forms of achievement. We continue to 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, intervention strategies, teaching and support.

The Quality of Provision – Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs as well as their academic 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.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

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. We actively promote 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 curriculum builds on pupils' starting points and is differentiated appropriately to ensure

the inclusion of:

- Boys and Girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- 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
- Lesbian, gay or questioning 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.

Our pastoral support takes account of religious, cultural, and ethnic differences, special educational needs, disability and the experiences and needs of all pupils.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

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.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

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.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

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.

If exclusions occur, these will be monitored by gender, ethnicity and special educational needs. Backgrounds will also be considered and actions 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 such as relevant community language and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

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.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance 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.

The school will fully support children with long-term medical needs who may have erratic

attendance because they are in and out of hospital.

Partnership with Pupils, Parents, Carers and the Wider Community

We monitor 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.

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 is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of under-represented groups in areas of employment, e.g. through work experience placements.

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

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Steps are taken to ensure the school's admission process is fair and equitable for all pupils including 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 Educational Health Care Plans 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 admission forms.

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

We will take steps to encourage people from under-represented groups to apply for positions

at all levels in the school and ensure recruitment and selection processes are monitored.

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.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

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

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

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.

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 multi-lingual nature of wider society in our resources and displays
- Multicultural workshops to enrich the curriculum