

ST. HELEN'S CATHOLIC INFANT SCHOOL



EQUALITY SCHEME

2016- 2019

Reviewed Every 3 years by the Full Governing Body

Ratified..... Date.....

Reviewed..... Date.....

Reviewed..... Date.....

This document demonstrates St. Helen's Catholic Infant School's compliance with the Public Sector Equality Duty. This is a working document, which will be monitored and reviewed annually.

Equality Objectives 2016-2019

- The school recognises and values all forms of achievement both in and out of school. We will 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, teaching and support.
- The school will strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning. Making good and equal progress and to continually challenge them to reach higher standards.
- To enable children with a statement of SEN to achieve the highest possible standards in their learning and make expected progress and to participate and engage in every aspect of school life.
- 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.
- Staff will 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 marginalized.
- Staff encourage all pupils regardless of ethnicity, age, gender to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- 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 and analysed by ethnicity, gender and background.
- Our pastoral support takes into account all prejudices and diversity to promote spiritual, moral, social and cultural development through appropriate curricular and extra-curricular opportunities.
- To educate all pupils about discrimination and prejudice so as to promote a harmonious atmosphere of mutual respect and trust between all pupils including ethnic groups and range of abilities.
- To tackle prejudice and promote understanding in relation to people with disabilities.
- Ensure that pupils develop an understanding of how they fit in as part of a diverse local, national and international community by promoting cultural development and understanding through a range of experiences, both in and out of school.
- Identify and reduce barriers to learning and participation for vulnerable groups.

1. Policy Statement

- a) In accordance with our mission statement "Love one another" we pledge:
 - to respect the equal human rights of all our pupils
 - to educate them 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:
- 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 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Amended Draft Special Educational Needs (SEN) Code of Practice: for 1 to 25 years.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

Our equalities scheme covers the statutory requirements outlined on page 4 of the 2014 EYFS Statutory Framework.

3. Community Cohesion

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 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 11 below to promote community cohesion.

- Our school regardless of intake and where it is located is responsible for educating children and young people who live and work in a society which is diverse in terms of culture, faith and ethnicity and social backgrounds.
- The pupil population of our school reflect this diversity, allowing pupils to mix with those from different backgrounds. Our school does not need to makes links to with

other schools and organisations in order to give pupils the opportunity to mix with and learn about those from different backgrounds.

- We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, so that our pupils will understand how different communities can be united by common experiences and values.
- Ethnicity/culture context of the school (local and national)
We are high in local data and average in national data linked to Ethnic Minority Groups
- Religion/belief context of the school (local and national)
The majority of our families are Catholic but we also have children whose faith is Church of England, Greek Orthodox, Hindu, Sikh and Muslim who attend and participate in all school assemblies.
- Socio-economic context of the school (local and national)
Our school's deprivation indicator is significantly lower than that nationally.
- Current issues affecting cohesion at school, local and national level
Our commitment to inclusion is for all children and working with outside agencies to ensure that the appropriate support is given.
- Transition from feeder pre-schools and to St. Helen's Catholic Junior Academy is a priority for us to enable all to integrate into their new setting.
- Working with the local community to support events in Brentwood Cathedral and the Marillac Residential Home for disabled adults.
- Participating in the annual 'Brentwood in Bloom' competition with the help of a grandparent who visits the school weekly to help with the gardening club in year 2.
- Yearly fundraising during Lent and Advent for the Catholic Children Society.
- One off fundraising events for major catastrophes around the world.

4. Responsibilities

The Chair of Governors 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
- 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

All training at St Helen's Catholic Infant School is offered on a whole school or individual basis dependent on needs identified from Performance Management, observation, by other agencies (eg SENCAN) or to enhance professional roles. The school will also take into consideration equality and cohesion in terms of professional responsibilities as well as statutory requirements.

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 online on the school website.

The scheme will be kept under annual review.

7. Reporting on Progress and Impact

A report on progress with the actions listed below will be published by the governors via the website, prospectus, newsletter etc at the end of each school year, i.e. July 2016.

Evidence will also be kept of the impact of our actions to promote equality, 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.

At St Helen's Catholic Infant School we monitor the academic progress and attainment of the above groups using Raise Online and school-held data.

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

Evidence of this process can be found in the Headteacher's summary of the unvalidated Raise Online data (Spring Term) and in termly Headteacher's reports.

9. How we Chose our Equality Objectives

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

- as listed above in section 8 and from Appendix A
- Raise on Line
- reports of incidents
- multi-agency reports
- attendance and inclusion in school activities
- Social Care involvement

and from involving relevant people (including disabled people) from the start in the following way:

- pupils through surveys, class and school councils
- parents through questionnaires, annual reviews, consultations meetings
- outside agencies through formal and informal meetings
- groups of people who use our facilities as members of our community

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.

10. Access Plan 2016-19

This can relate very closely to the disability elements of the equality objectives in Section 9 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

The school is all on one level and there no stairs.

Accessibility Awareness Action Plan 2016-2019					
Target	Strategy	Timescale	Responsibility	Resources	Success Criteria
BUILDINGS & PREMISES Ensure equal access to the school, its buildings, grounds (including car park), events and communications, is available to children, parents and the wider community.	<ul style="list-style-type: none"> • Accessibility & clarity of signs around the school. • Awareness of independent access. • Clear identification of room functions 	Ongoing	Head Teacher SLT Premises Staff Admin Staff All Staff Governors	Time to research possible materials and costs if required.	Access to school buildings and site improved. Safe passage of all parties accessing the school through the playground entrance.
BUILDINGS & PREMISES Ensure continued access to the field for Sport days and Summer Fayres in order to make access for those in wheelchairs easier.	<ul style="list-style-type: none"> • Provide clear path to field • Awareness of independent access. 	Ongoing	Head Teacher SLT Premises Staff Governors	Time to research possible materials and costs if required.	Safe passage of all parties to the field.
BUILDINGS & PREMISES Disabled Toilet to meet specific needs of disabled child when required.	<ul style="list-style-type: none"> • Ensure that disabled toilet is accessible when required. 	When required	Head Teacher SLT Premises Staff		
CLASSROOMS Ensure that classrooms are optimally organised for any disabled pupils within current restraints. Identify needs and actions for future improvements	<ul style="list-style-type: none"> • Plan classroom in accordance with pupil need. • Organise resources within the classrooms to reflect student need. • Look at accessibility in all areas of school life. 	Ongoing/ When Required	Head Teacher SLT Governors Class Teacher	Time to re-organise classroom if required (within current restraints).	Appropriate use of resources for diverse needs of pupils with disabilities. Increase in access to the National Curriculum.
ACCESS TO CURRICULUM Ensure and up to date register of disabilities of all pupils.	<ul style="list-style-type: none"> • School Staff to update the register when required. • All school staff to be made aware of any changes to the register. 	Ongoing	SENCO Admin Staff All Staff	Time for SENCO to consult with staff and update the list. Time for Admin Staff to update the school system if required.	Up to date register listing the children who have a disability which is reviewed on an ongoing basis.

Accessibility Awareness Action Plan 2016-2019

Target	Strategy	Timescale	Responsibility	Resources	Success Criteria
<p>ACCESS TO CURRICULUM Ensure an up to date register of pupils who have a particular medical need and ensure all staff are made aware of the medical need.</p>	<ul style="list-style-type: none"> School Staff to update the register when required. All school staff to be made aware of any changes to the register and the particulars of the medical need.. 	Ongoing	Head Teacher SLT Admin Staff Catering Staff All Staff	Time for Admin/SENCO/ Catering staff to update list. Time for Admin Staff/SENCO to inform all staff of medical needs.	Up to date register listing all pupils with medical needs. Registers in all key areas in school.
<p>ACCESS TO CURRICULUM To develop awareness and knowledge of a range of particular needs that may be presented by children in the school.</p>	<ul style="list-style-type: none"> All staff to have a greater knowledge and understanding of a range of particular needs e.g. ASD, Speech & Language development etc.. 	Ongoing	Head Teacher SLT SENCO Governors Admin Officer All Staff LA Advisors	Provide training for all with regard to the particular needs of the pupils at the school. Visits/training from Specialist Medical staff. Funding for training	Pupils will benefit as their particular needs will be met by all staff.
<p>ACCESS TO CURRICULUM When a child is admitted with a particular need – to develop knowledge, understanding and undergo medical training if required.</p>	<ul style="list-style-type: none"> All staff to have a good knowledge and understanding of the particular need. Those closely involved with the day to day care of the child to have the required training to ensure that all the needs of the child can be met. 	Ongoing/ When Required	SENCO Head Teacher SLT School Nurse Admin Officer All staff	Inform all staff of particular need of child. Provide training for all those closely involved with the child if required. Share medical plans if appropriate. Visits/training from Specialist Medical staff. Funding for training	Pupil will be able to participate fully in all aspects of school life as their particular needs will be met.
<p>ACCESS TO CURRICULUM For hearing impaired children to ensure continued use of the hearing loop system where required accessing outside agencies for further training needs.</p>	<ul style="list-style-type: none"> Those closely involved with the day to day care of the child to have the required training to ensure that all the needs of the child can be met. 	Ongoing/ When Required	SENCO Head Teacher SLT School Nurse Admin Officer All staff	Inform all staff of particular need of child. Provide training for all those closely involved with the child if required. Share medical plans if appropriate. Visits/training from Specialist Medical staff. Funding for training	Hearing impaired child is successfully included in all aspects of school life.

Accessibility Awareness Action Plan 2016-2019

Target	Strategy	Timescale	Responsibility	Resources	Success Criteria
All extra curricular activities are planned to ensure they are accessible to all children.	<ul style="list-style-type: none"> Review all after school clubs to ensure compliance with legislation. All after school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. 	Ongoing	Head Teacher SLT	Time for staff who are responsible for after school clubs to check all is compliant.	Increase in access to school activities for all pupils.
Training for appropriate staff in manual handling of children.	<ul style="list-style-type: none"> Trained members of staff to train other staff members in the general understanding of the physical needs of a disabled child. 	Ongoing/ When required	Trained Staff Members Specialist Medical Personnel if required	Inform all staff of particular need of child. Provide training for all those closely involved with the child if required. Share medical plans if appropriate. Visits/training from Specialist Medical staff. Funding for training	Disabled child is successfully included in all aspects of school life.
NEWSLETTERS/LETTERS Availability of newsletters and other school documents in alternative format when required. (e.g Braille)	<ul style="list-style-type: none"> Large Print/Braille when required. 	When Required	Head Teacher ICT/Data Admin. Officer	Time for Admin Staff/ ICT support to investigate if possible to offer school information in Braille/Large print if required. Time to determine costs involved.	Information to pupils with disabilities and parents/carers will be improved.
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> Consider all policies in view of priorities. 	Ongoing	Governors	Governors to ensure all policies conform.	Access to all aspects of school life for all students.

11. Community Cohesion Plan 2016 - 2019

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	<p>As an effective school, we endeavour to provide quality teaching and a curriculum that supports high standards of attainment, promotes common values and builds pupils’ understanding of the diversity that surrounds them. This enables them to recognise similarities and appreciate different cultures, faiths, ethnicities and socio-economic backgrounds. We aim to ensure:</p> <ul style="list-style-type: none"> • We take account of pupils’ experiences and starting points and are responsive to pupils’ different learning styles. • The curriculum builds on pupils’ starting points and is differentiated appropriately to ensure the inclusion of: <ul style="list-style-type: none"> boys and girls pupils learning English as an additional language pupils from minority ethnic groups, including Gypsies and Travellers 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 • Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping. • Opportunities to discuss issues of identity and diversity are integrated across the curriculum. • Curriculum based enrichment activities that raise pupil awareness of community and diversity, such as educational visits and meetings with members of different communities are exploited. • Support exists for pupils for whom English is an additional language (EAL), to enable them to achieve to their highest potential. • Pupils have an effective voice through the School Council and are actively involved in the organisation of the school in a way that teaches them to participate in, and make a difference in, school, in their local community and beyond.

<p>ii. Equity between groups in school, where appropriate</p>	<p>The school continually focuses on securing high standards of attainment for all pupils, regardless of ethnic background or socio-economic status. We ensure pupils are treated with respect and supported to achieve their full potential. We aim to ensure:</p> <ul style="list-style-type: none"> • The assessment and tracking system enables the evaluation of progress in different groups and where necessary tackle underperformance by any particular group. • Incidents of prejudice, bullying and harassment are carefully monitored and dealt with in line with local authority guidelines where necessary. Whether pupils from particular groups are more likely to be excluded or disciplined can be monitored through the behaviour policy. • The school admissions criterion promotes community cohesion and social equality. • The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.
<p>iii. Engagement with people from different backgrounds, inc. extended services</p>	<p>At St Helen’s Catholic Infant School we understand the importance of seeking ways to broaden our community in order to ensure pupils experience a wide diversity of people. This is achieved at all levels in a variety of ways</p> <p>School to school We work in partnerships with others across the school community and beyond through activities such as sporting events and sharing good practice. Opportunities to communicate with other schools may sometimes occur through letter writing or electronic communications.</p> <p>School to parents/local and wider community Good partnership activities within the local and wider community may include:</p> <ul style="list-style-type: none"> • Engagement with parents through consultation evenings, open evenings, class assemblies and specialist events such as English and Mathematics information sessions or themed activities e.g. Open Afternoons, Walks to the Cathedral, Memorial Walk Trips, Hopefields Animal Sanctuary and any other outings where help is required. • Developing opportunities for parents, governors and other citizens from the community to support the school through activities such as gardening with children, helping within classrooms and visits. • To ensure the Parish Priests visit the school on a regular basis for assemblies etc. • To ensure governors visit the school on a regular basis. • Working together with community representatives, such as local councillors or governors, who may come into school or provide opportunities for off site visits.

- Ensure that pupil voice is heard and are able to effect change.
- Maintaining strong links and multi agency working between the school and other local agencies, such as Extended Services, police, social care and health professionals.
- Provision of extended services and sharing of available resources such as local clubs and activities that may be of interest or support to families, such as Parent workshops.
- Links with educational providers experienced by pupils such as the feeder pre-schools and local junior schools, through activities such as invitations to school performances and participation in extra-curricular events.
- We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.
- The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.
- We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.
- We recognise and celebrate the linguistic diversity in British society by highlighting how English has borrowed from other languages and raising awareness of the similarities and differences between English and other languages.

School to global community

We understand the importance of ensuring pupils understand the global dimension of their community and as such we endeavour to:

- Provide opportunities to learn about the world from many perspectives through an enriched curriculum of core and foundation subjects which encompass the ethos of community cohesion.
- Exploit opportunities for 'real' international experiences where pupils can discover much about cultures and backgrounds of other countries.
- Raise awareness of issues that affect other countries through specific events and other globally linked charity support.

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 ethnicity, gender, disability and 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

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 marginalized.

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. 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 will 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.

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, including Gypsies and Travellers
- 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 Traveller pupils, refugees and asylum seekers' children

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.

We monitor exclusions 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.

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 languages 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 an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

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 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 statements of special educational needs 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 admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties from the Diocese 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, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

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 multilingual nature of wider society in our resources and displays