

Edward Feild Primary School Equality Policy and Equality Plan

Introduction

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in line with legislative requirements of the 2010 Equality Act.

The Single Equality Act reflects the Government's commitment, 'to narrowing gaps, and to tackling the barriers to equal opportunities and social mobility which hold individuals back, and bring heavy social and economic costs. Equality is central to building a strong economy and fairer society. It underpins the Coalition's guiding principles of freedom, fairness and responsibility'.

The Government believes that they need to reform education to tackle educational inequality, which has widened in recent years. They believe, *'that too many children are held back by disadvantage and discrimination. We want to build a fair society where social mobility is unlocked; where everyone, regardless of background, has the chance to succeed. We welcome the fact that the Equality Act gives us all an opportunity to do this in a more streamlined and effective way'.*

This Plan sets out some of the ways in which, as a school, we are going to tackle inequality and promote equality, to raise standards and narrow gaps. It includes an action plan outlining what we intend to do between now and Autumn 2018 to bring to life our equalities priorities, including information about how we are monitoring our progress against that action plan.

School Context

Edward Feild Primary School has a planned admission of 60 into our Reception classes. Most children live within the catchment area. 32% of our pupils are from minority ethnic backgrounds, 9.5% are eligible for Free School Meals, 13% are eligible for Pupil Premium and 6% have Special Education Needs.

At Edward Feild Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Children or staff undergoing gender reassignment
- Children or staff who are transgender

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental and physical well-being, and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Equality and the Law

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that schools need to be aware of.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. However this duty is not due to come into effect until a later date, following consultation on implementation and approach.

The action plan at the end of this Equality Policy outlines the actions Edward Feild Primary School will take to meet the general duties detailed below.

Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

The 2010 Act states that, *'Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils. Schools should check that there are no practices which could result in unfair, less favourable treatment of such pupils. For example, it would be unlawful for a selective school to impose a higher standard for admission to applicants from an ethnic minority background, or for a school to impose stricter disciplinary penalties on African Caribbean boys than they do in similar circumstances to children from other backgrounds.'*

'Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity. This stipulation in the Act is to make it clear that claims that segregated treatment is "separate but equal" cannot be sustained where race is concerned. It does not mean that schools cannot take positive action to deal with particular disadvantages affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.'

Disability

The Equality Act 2010 states, *'The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability'*

New Provisions Relating to Disability

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be *reasonable* provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.

- Schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) Education and Healthcare Plans (EHCP)

Definition of Disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Unlawful Behaviour with Regard to Disabled Pupils

Indirect Discrimination: A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

Discrimination arising from disability: A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

Harassment: A school must not harass a pupil because of his disability – for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class-work or unable to concentrate.

Reasonable Adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

The duty to provide auxiliary aids is new to schools and will not be introduced until a later date to allow time for planning and informed implementation.

A minor change for schools is that a failure to make a reasonable adjustment cannot now be justified, whereas under the DDA it could be. However this change should not have any practical effect due to the application of the reasonableness test – i.e. if an adjustment is reasonable then it should be made and there can be no justification for why it is not made. Schools will not be expected to make adjustments that are not reasonable.

In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school's approach to planning for disabled pupils will also link closely with its planning duties.

The Act does **not** set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable although a code of practice produced by the Equality and Human Rights Commission (EHRC) will include factors that should be taken into account. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route.

Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. The Act gives the example, *'a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it. Often, though, effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make'*.

Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing EHCP provisions which are part of education legislation, under which Local Authorities have to provide auxiliary aids to pupils with an EHCP.

The duty applies in respect of all disabled pupils but many will have an EHCP and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a EHCP (or the EHCP doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Schools' Duties Around Accessibility For Disabled Pupils

The Equality Act states that, 'Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

Religion or Belief

The Equality Act defines, 'religion' as being any religion, and 'belief' as any religious or philosophical belief. A lack of religion or a lack of belief is also protected characteristics. These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law. This means that to benefit from protection under the Act, a religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

Religion 'will include for example all the major faith groups and 'belief' will include non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholicism or Protestantism within Christianity. It is not however intended to include political beliefs such as Communism or support for any particular political party.

Lack of religion or belief is also included in the definition of 'religion or belief'. This means it will be unlawful to discriminate against someone on the grounds that they do not adhere, or sufficiently adhere, to a particular religion or belief (even one shared by the discriminator), or indeed any religion or belief at all – such as, for example, an atheist.

Discrimination because of religion or belief means treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or

belief they are perceived to have, their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated.

The Equality Act makes it clear that, *'unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. This is to ensure that any potential discrimination between, e.g. Orthodox and Reform Jews, or Shia and Sunni Muslims, would also be unlawful. So if a Muslim pupil is not chosen for a part in a school play because it is thought to be inappropriate for a girl of that faith, that will be discrimination even if the decision was taken by a Muslim teacher. Nor could a Muslim teacher choose one Muslim pupil over another for a part in the play because he thinks the chosen pupil is a more observant member of his faith and should be rewarded'*.

The definition of discrimination on grounds of religion or belief does not address discrimination on any other ground (such as race, sex or sexual orientation). The Act does not allow a teacher to discriminate against a pupil because of his own personal religious views about homosexuality or the role of women for example.

Sex/Gender

The 2010 Act states that, *'Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls. For example, it would be unlawful for a school to require girls to learn needlework while giving boys the choice between needlework and woodwork classes'*.

Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single-sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgment on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify segregated sports for younger children. Where separate teams exist, it would be unlawful discrimination for a school to treat one group less favourably – for example by providing the boys' hockey or cricket team with much better resources than the girls'.

Sexual Orientation

The Equality Act places a requirement on schools, *'to make sure that all gay, lesbian or bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils. For example, it would be unlawful for a school to refuse to let a gay pupil become a prefect because of his sexual orientation'*.

Equality in Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

School Culture and Ethos

Our Ethos Statement states:

Edward Feild Primary School serves its community by working in partnership to provide an education of the highest quality in the context of an understanding of shared values. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Specifically:

- The school is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual, as reflected on its website.
- Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Diversity is recognised as having a positive role to play within the school.
- Information on ethnicity, gender, religion and disability is collected through the admissions process.
- Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school. An Assembly of Celebration is held each week.
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities.
- We promote positive attitudes towards people of different ethnic groups/religions etc
- We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our Friends of Edward Feild, etc.
- We promote high expectations through celebrating achievement.
- We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour Policy which is shared with pupils and parents.
- We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state that there are no barriers to job applications as we adhere to Oxfordshire County Council Equal Opportunity Policies.
- We provide more favourable treatment for disabled students in our break and lunchtime support arrangements.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their children's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Ensure that the curriculum is relevant to the needs and interests of all pupils
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure that the school's Marking Policy promotes learning for all.
- Promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and awarding high attendance.

Supporting Learners with Particular Needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:

- Will provide distance learning for any child out of school.
- Will prepare Personal Education Plans to focus on learning priorities for any child in care.
- Provide in-class TA support and intervention groups for all children identified through Provision Mapping.
- Arrange language support as required.
- Support vulnerable pupils through Nurture Groups.
- Provide a resourced room for quiet reflection/prayer, with pastoral support on-hand.
- Provide appropriate training to enable staff to meet particular learning needs, such as training from School Nurse, behaviour support
- Will draw on the expertise of outside professional services to meet the individual needs of pupils.

Listening to Pupils, Staff, Parents and Others

To do this:

- Children are encouraged to express their views during Personal Social and Health Education lessons and Circle Time, and through regular surveys including an Annual Pupil Questionnaire
- The school hears the 'pupil voice' through the Children's Council and pupil surveys.
- The school actively seeks staff views and listens to staff concerns, for example through Team and Staff Meetings. The HSE Well Being Survey is carried out every two years; the results of which are analysed and action plans constructed and embedded into development plans.
- The school seeks the views of parents through parent/teacher consultations, weekly newsletters and regular surveys including an Annual Parent Questionnaire.
- The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.

Equalising Opportunities

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing. Items of uniform are sold by the school at close to cost price and we sell good quality second-hand uniform. Pupil Premium children are provided with some free uniform
- Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.
- Promotes the take-up of extra-curricular opportunities by making no charge for clubs run by the school, e.g. Change 4 Life club, and subsidising those pupils who cannot afford other chargeable activities. Attendance at clubs is monitored to ensure equality of opportunity.

Admissions and Exclusions

We follow Oxfordshire County Council's admissions arrangements which are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Ensuring Fair and Equal Treatment for Staff and Others

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in school and that positive role models and a wider perspective will strengthen the school, we will:

- Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.

- Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Promoting dignity at work through adoption of the OCC Dignity at Work Policy.
- Senior Leadership Team support to ensure equality of opportunity for all.

Ensuring Fair and Equal Treatment for Pupils

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils, the school:

- Will accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).
- Monitors the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others.
- Will ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

Informing and Involving Parents and Carers

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:

- Explains how it operates through its weekly newsletter, handbook and information evenings for parents, parent workshops and its website
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, through Home School Links Books, and Parents' Evenings.
- Actively encourages parents to attend consultation evenings by teachers telephoning non-attenders or making alternative arrangements.
- Has designated parking spaces for disabled drivers.

- Ensures that parents understand how well their child is progressing through regular progress checks and end of year report.
- Explains how parents can help their child at home, for example class-based parent workshops covering Literacy and Numeracy; information evenings to explain KS1 and KS2 SATs, the school's approach to Sex & Relationships Education, etc.
- Explains how parents and others can help in school, for example by helping in classrooms, at workshop sessions, on trips, hearing children read, joining the Friends etc.
- Encourages parents to join the Friends and the Governing Body by regular announcements in the school newsletter.

Encourage Participation of Under-represented Groups

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic and religious, and socially and emotionally disadvantaged groups, the school will:

- Recruit governors representative of the pupil population and/or community.
- Encourage the widest participation in PTA activities by running events that appeal to a cross section of the school community.
- Support individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak in assemblies, through distribution of previously agreed information and school representation, for example local Remembrance Services.

Welcoming New Pupils and Helping them to Settle Effectively

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year difficult, the school:

- Fosters a happy start through induction days prior to the start of a new academic year.
- Liaises with parents who choose for their child to attend part-time at the beginning of the Reception year.
Challenges any inappropriate behaviours/attitudes.
- Briefs Teaching Assistants to monitor vulnerable pupils and communicate any concerns to class teachers.
- Ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive communication between home and school.
- Invites pupils, and their parents, who join the school mid-year to complete a 'New Pupil Questionnaire'; and using the finding to inform future practice.
- Ensures that extra help is given to children who find a change of school challenging, for example through joining a Nurture Group.
- Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support.
- Liaises with support services/schools of transfer in advance of transfer to inform any ongoing necessary modifications or alterations to provision.

Making the School Accessible for All

The school:

- Meets the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets, and adaptations made to the school buildings as appropriate.
- Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place.
- Provides 1:1 for children who require a higher level of supervision at break, lunchtimes, on visits out of school, and other times.
- Identifies further developments by keeping in regular touch with representatives of disability groups in order to update provision.

The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Headteacher

It is the Headteacher's role to implement the school's Equality Policy; he is supported by the Governing Body in doing so. It is the Headteacher's role to:

- Ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of Staff: Teaching and Non-teaching

- All staff will ensure that pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary and support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling Discrimination

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. The school's abhorrence of such behaviour is communicated to pupils, parents and staff, for example through the curriculum, the Prospectus and weekly newsletters, and staff training. All parents of new pupils receive a summary of the school's behaviour expectations and Anti-bullying Policy as part of an Induction Pack.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class Teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis. All incidents are discussed with the Governor who leads on Safeguarding. Incidents are monitored to ensure that they are dealt with effectively.

What is a Discriminatory Incident?

Bullying and harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'Any incident which is perceived to be racist by the victim or any other person.'

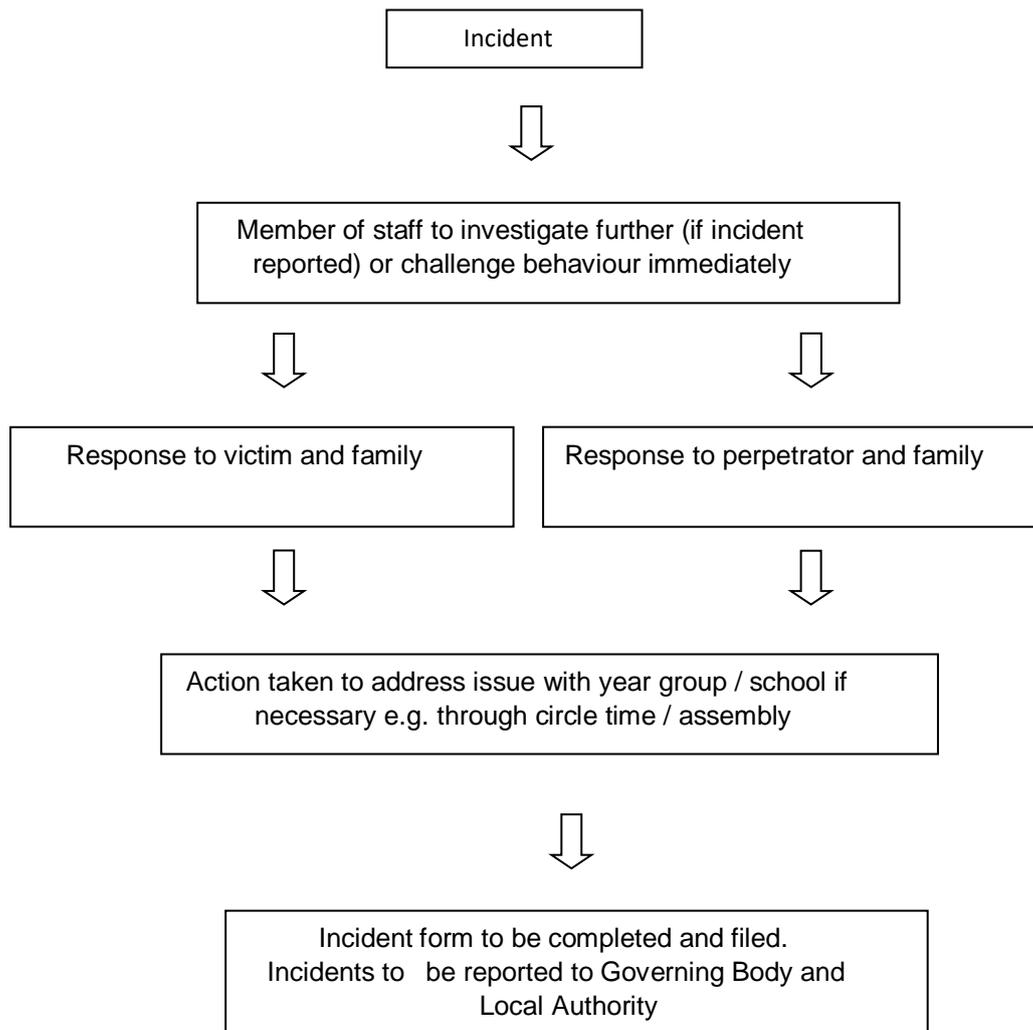
Types of Discriminatory Incidents that Can Occur Are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic, transphobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.

- Ridicule of an individual for difference, for example food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Recording Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school, and ensure that incidents are reported and addressed swiftly and effectively. The agreed procedure for responding and reporting is outlined below:



The school has identified the following policy and strategies that are specifically designed to address the above issues:

	Equality Policy	Equality Plan 2018-19
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>School Ethos</p> <p>The school opposes all forms of harassment, prejudice related</p>	<p>Monitor the inclusion of major religious festival celebrations and significant dates in</p>

	<p>incidents and discrimination and publicly celebrates diversity. The school also actively promotes good personal and community relations. Diversity is respected and inclusion is a strength of the school. Advancing diversity is integral to us in our drive to raise standards for all.</p> <p>Staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups.</p> <p>The school also caters for the dietary and dress requirements of different religious groups and enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.</p>	<p>the school curriculum e.g Diwali. Chinese New Year and Black History Month. (All year)</p>
2.	<p>Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, Clear procedures are in place to ensure that staff are able to deal confidently with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Staff are trained to deal effectively with prejudice related incidents.</p>	<p>Record, monitor and address all incidents of racism, cultural intolerance and homophobia.(All year)</p> <p>Ensure all staff are aware of the procedure. (Autumn 2018)</p>
3	<p>Listening to pupils, staff, parents and others Hear the student voice School council, Pupil Profile review process includes the child, pupil questionnaires, nurture room provision, check-in time Actively seek staff views and listen to staff concerns Staff meetings for teachers, TAs, cleaning staff, office staff – always include: AOB, safeguarding and H&S Staff questionnaires Performance management reviews for all school staff Seek the views of parents Parent questionnaires Focus groups Parent post box Governor links Pastoral Support Worker available before and after school and for drop in during school time Headteacher outside before and after school most days Target cards/homework books/parent voice</p>	<p>Regular school council meetings. (All year)</p> <p>Invite children to Pupil Profile review meetings. (Termly)</p> <p>Re-introduce AOB, Safeguarding and H&S into Staff Meeting Agendas. (Autumn 2018)</p>
4.	<p>Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, Ensure school uniform is affordable Discounted pricing available, free uniform for Pupil Premium on a yearly basis, free uniforms as part of TAC plans</p>	<p>.</p>

	<p>Avoid putting parents under unnecessary financial pressure Clear guidelines on school charging policy to ensure parents and children can access provision, free class novels for Pupil Premium Extended services support and provision TAC/CAF support and facilitation of financial support plans</p> <p>Promote the take-up of extra-curricular opportunities Pupil premium funding for vulnerable groups to attend activities Family learning opportunities Target vulnerable pupils for specific clubs</p> <p>Ensure that its charging policy is appropriate See charging policy</p> <p>Widen access to careers advice and work experience placements School provides work experience placements</p>	<p>Commitment to provision of additional after school activities (all year)</p>
<p>5.</p>	<p>Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible,</p> <p>Partnership with Parents and the Community Progress reports to parents are accessible to ensure that all parents have the opportunity to participate in the dialogue. They are also encouraged to participate at all levels in the full life of the school.</p> <p>The school works in partnership with parents and the community and continues to develop positive attitudes to diversity and respond to key issues. The school takes positive action to encourage involvement and participation of under-represented groups of parents and sections of the community.</p> <p>Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis. The school's premises and facilities are equally available and accessible for use by all groups within the community. Reasonable adjustment is made for disability.</p>	<p>Set up monitoring of parental involvement in Pupil Profile and Pupil Progress review meetings. Contact parents who have not attended to give an alternative date/time. (Autumn 2018) Parent meetings in the easily accessible hall and alternative meetings are available on request</p> <p>Parents with disability helped with collecting/delivering children, parking, suitable seating for performances.</p> <p>See Access Plan</p>
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year.</p> <p>Ensure a happy start to the school at normal times Detailed transition planning for summer term and into the autumn term – see transition file Ensure effective school transfer and induction mid-year Buddy system in place Introduced to key staff Introduced to Eddies Close liaison with exit school over data transfer, information</p>	

	<p>sharing (safeguarding)</p> <p>Ensure that extra help is given to pupils who find change of school challenging</p> <p>All of the above</p> <p>In addition support plans e.g. Pupil Profiles, PSPs, regular team meetings, including parents/carers and other agencies if appropriate</p> <p>Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school</p> <p>Meetings with parents/carers, key staff and all multi agency to ensure that provision is completely in place before the child starts school</p>	
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve,</p> <p>Curriculum</p> <p>Curriculum planning takes account of and builds on pupils` starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:</p> <ul style="list-style-type: none"> • Learning English as an additional language • From minority ethnic groups • Who are gifted and talented • With special educational needs • Who are looked after by the local authority • Who are at risk of disaffection and exclusion <p>The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and 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 should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.</p> <p>Teaching and Learning</p> <p>Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All pupils access the mainstream curriculum and teachers take positive action to include all groups or individuals.</p> <p>Teaching styles, strategies and pupil groupings in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, EAL, gender and background.</p> <p>Learners` Progress, Attainment and Assessment</p> <p>All pupils have the opportunity to achieve their highest standards.</p>	<p>See main SDP re: improving and monitoring progress of all groups.</p>

	<p>Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.</p> <p>.The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.</p> <p>Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.</p> <p>Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.</p> <p>All pupils have full opportunities to demonstrate what they know, understand, can do and are aware of the next steps in their learning. Information from assessment is used to inform future learning and staff use a range of methods and strategies and approaches to assess pupils` progress.</p> <p>We make regular assessments of pupils` learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to close gaps.</p>	
<p>8.</p>	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs,</p> <p>Learners' personal development, welfare and well-being</p> <p>Welfare and well-being takes account of cultural, religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.</p> <p>The school uses a wide range of access strategies for pupils learning English as an additional language and encourages them to use their first/home and community languages and takes account of and meets the needs of Gypsy, Roma and Traveller pupils.</p> <p>Providers of all services to the school are also required to demonstrate their commitment equalities and inclusion.</p> <p>Appropriate support is given to victims of harassment and prejudice related incidents, through the use of multi-professional teams and approaches where appropriate. The perpetrators are challenged in accordance with school policy and also provided with relevant support and strategies for improving behaviour.</p>	<p>Ensure basic dictionary resources are available for any child that has EAL and limited or no English.(All year)</p>
<p>9.</p>	<p>Making the school accessible to all:</p>	<p>See Access Plan</p>
<p>10.</p>	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school,</p>	<p>New handbook to be available for all staff to ensure awareness. (Autumn 2018)</p>

	<p>Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school,</p> <p>Staffing: Recruitment, Retention and Continuing Professional Development (CPD)</p> <p>The school adheres to recruitment, selection and retention procedures, which are fair, equal, and inline with statutory duties. Positive action is taken to encourage people from under-represented groups to apply for positions at all levels in the school. Positive action is taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.</p> <p>The skills of all staff, including support 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 CPD opportunities are available to support their practice in relation to this policy.</p> <p>Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>	
<p>11.</p>	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups:</p> <p>Parent governors recruited via school newsletter and website, annual consideration of governing body make-up informs co-option.</p> <p>Friends recruited through school newsletter, website, Facebook, word of mouth.</p> <p>Variety of Friends' activities to appeal to wide audience.</p> <p>Host annual Parish Council meeting, invite neighbours to performances and include their requests (eg parking) in newsletters.</p>	
<p>12.</p>	<p>To develop a clear procedure for supporting transgender pupils</p> <p>Consider how a transgender pupil would be supported during a residential trip and develop a clear procedure for support.</p> <p>Consider general needs of transgender pupils in day to day school and ensure appropriate support is in place when needed.</p>	
<p>13.</p>	<p>Monitoring and Evaluating the policy</p> <p>Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation.</p> <p>Train all staff & governors</p> <p>Inset, twilights, staff meetings, governor meeting, strategy day, OCC governor training</p> <p>Consult pupils, parents and staff on how the policy is working and how it could be improved</p>	<p>Include monitoring of policy in parent questionnaire results.(Spring 2019)</p> <p>On SDP</p> <p>Time allocated for monitoring this policy</p>

Governor approved 15/10/2018

	Carry out impact assessments to evaluate practice Report to governors	is on the school timeline and SDP
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