



Pound Hill Infant School Single Equalities and Accessibility Policy and Objectives 2015-2019

Pound Hill Infant School Child Protection Statement

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Rationale

This policy reflects the Equality Act 2010 which replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. Through this policy Pound Hill Infant School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors and visitors to Pound Hill Infant School.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action being taken against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Pound Hill Infant School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) Equality Information by 31 December 2011 (for schools with more than 150 employees although this does not currently apply to our school).
- (ii) Our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Good Practice

1. We strive to achieve a cohesive community and expect that children respect one another and that their parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the wider world communities.
3. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent to maintain the practice of logging racist incidents and reporting them as required. We monitor and log incidents that indicate discrimination against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

5. Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;

- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees. For example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities. For example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- homosexual as well as heterosexual.

Procedures

We will keep the curriculum and all aspects of learning under review in order to ensure that teaching and learning reflect the eight core principles.

We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Headteacher, whose role it is to assess, record and deal with all incidents. We take seriously our obligation to report regularly about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors can access a selection of resources which discuss and explain concepts of equality, diversity in appropriate detail.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We ensure that the core principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development, welfare and wellbeing
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the governing body is appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the Governing Body in fulfilling its role.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal appropriately with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Evaluation of the 2011-2014 Single Equalities Policy and Accessibility Plan

Race Equality

- The Home School Agreement now contains a reference to race equality.
- All staff have been trained in race equality in October 2013.
- The curriculum has been reviewed and revised to ensure SMSC, equality and diversity are at the heart of the curriculum and taught progressively throughout the school. The School Meeting has also been introduced to promote SMSC, equality and diversity and ensure all members of the school community have a voice. The format now includes a mixture of classroom based sessions and whole school sessions which ensure all pupils are able to voice their views, opinion and suggestions.
- Additional notices displaying a range of languages have been put up in school.
- Pupil perception interviews have been developed to ensure the views of targeted groups are gathered, including pupils representing SEND, EAL, Minority Ethnic groups, boys, girls and various religious beliefs.

Disability Equality

- The views of disabled pupils and their families are regularly sort not only through the school's normal consultation with parents, but also through direct liaison with class teachers and the Additional Needs Leader.
- Discrimination of staff on the grounds of disability is not accepted within this school.
- Displays, photographs, the website and resources reflect the diverse nature of our school.
- The governing body has a good amount of representation from the school community including those that are disabled.

Gender Equalities

- Challenging gender stereotyping is now covered within the school curriculum.

General

- The governing body has undertaken a range of training over the past four years in analyzing and understanding performance data. This includes tracking the achievement of groups of pupils.
- The Headteacher produces an end of term newsletter to inform parents about the impact of the school improvement plan and how their suggestions have been implemented.

Accessibility Plan

Improving access to the curriculum

- Reasonable adjustments and the purchasing of additional IT equipment have been put in place for pupils and as a consequence they are judged to be making outstanding progress (Ofsted July 2014)
- Staff have been on a range of CPD, including opportunities with Chailey Heritage School to ensure appropriate differentiation for pupils with specific disabilities.

Improving access to the environment

- The school reception area has been adapted to make it more wheelchair friendly with the addition of a low level counter.
- Additional storage containers are now in place to house resources and equipment so that corridors are clearer.
- The light fittings in the library and entrance hall have been replaced.

Improving access to communication and information sharing

- The school can provide communication and documents in some formats at request including large print.
- Relevant policies have been updated with references to disability, equality and accessibility.
- Written resources for children is wherever possible made available in appropriate alternative formats.

Equality Objectives 2015-2019

We will put our core principles into practice and act as an equality champion and community leader by:

- Promoting equality and diversity. For example by assessing the impact of our policies on different groups.
- Challenging and eradicating discrimination. For example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
- Opposing all forms of prejudice which stand in the way of fulfilling our legal duties
- Narrowing the gap in performance of pupils with SEND
- Narrowing the gap in performance between boys and girls within the school in reading and writing
- Promoting equality and diversity and anti-discriminatory practice across the new curriculum
- Exploiting opportunities to attract and recruit staff and governors that represent the diversity of the school community
- Ensuring governor induction includes training on equalities and diversity and anti-discriminatory practice

Accessibility Objectives 2015-2018

We will put our core principles into practice and act as an equality champion and provide better access for our school community by:

Improving curriculum access

- Training staff to enable them to teach and care children with individual specific needs.
- All out-of school activities are planned to ensure, where reasonable, the participation of all pupils.
- Raising awareness of disability issues for staff and governors.
- Research and purchase additional IT resources which enable pupils with specific needs to engage in fully learning.

Improving access to the environment

- To consider easier access for wheelchair users with the introduction of automatic opening touch pads.

Improving access to communication and information sharing

- To ensure that all communication and documents can be offered in a wider variety of formats when requested.
- Review documentation with a view of ensuring accessibility for pupils with visual impairment.

Monitoring and evaluation

At Pound Hill Infant School we complete an annual self assessment using a self evaluation tool based on the Equality and Human Rights Commission public sector duties scheme/ policy assessment template for educational bodies in England and Wales. This assessment is used by our school to determine the extent to which our school has met the legal requirements of the

existing public sector duties. Alongside this the Headteacher will report to the Link Governor at least annually regarding the progress towards the objectives detailed in this policy and regarding any incidents involving discrimination or harassment.

Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan. These actions will be conducted at each review:

- Issue draft copy to all staff and governors;
- Draft copy published on the school website for all other stakeholders

Publication

The school makes this policy available in the following ways:

- On request from the school office and published on the school website;
- A copy is issued to all parents/ carers of pupils with a disability.

Implemented: 21 September 2010

Interim review: September 2011

Interim review: September 2012

Interim review: September 2013

Full Review carried out: March 2015

Interim Review dates: March 2016, March 2017, March 2018

Full Review due: March 2019

Lead Responsibility: Headteacher: Ms. J. Knock-Bravery

Link Governor: Mr. Muirhead