

Forest Glade Primary School



Equality & Accessibility Policy

(Includes Disability, Access, Gender, Race and Data)

Mission Statement

Forest Glade Primary School

- To ensure full access to the entitlement curriculum for each child, regardless of age, aptitude, disability, gender, race and culture and religion.
- To develop the whole child ensuring they achieve their potential, academically, socially, physically emotionally, creatively and morally.
- To continue to raise standards by delivering an appropriate curriculum that enables our children to succeed in life- long learning.
- To enable each child to develop a positive self-image and a sensitivity to the needs of others in the school, the local community and the wider world.
- To help in the acquisition of a set of moral values and in developing habits of self-discipline and acceptable behaviour.
- To ensure that parents and carers are made to feel welcome and valued, are fully informed about the curriculum and their child's progress, and are encouraged to work collaboratively with staff to support their children's learning.
- To provide a secure and stimulating environment for pupils staff and the community.
- To continue to develop links and partnerships with local establishments and the local community

Introduction

1. At Forest Glade 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.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in 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.
4. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

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

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- 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. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barriers 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity

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

We intend that our policies, procedures and activities should promote:

- Positive attitudes 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, and women and men, and an absence of sexual and homophobic harassment.
- All staff at Forest Glade are aware of the Lesbian, Gay, Bisexual and Transgender Issues: Inspecting provision and outcomes for pupils in schools (Feb 2012). They respond to issues and can support the needs of children who may be gay or transgender through the policy (anti-bullying) for identifying, reporting and dealing with any incidents which may prove to be homophobic. (reporting forms in classrooms)

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

We ensure that policies and procedures should 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
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and attempt to involve others.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and in the review of existing ones. We aim to consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- homosexual people as well as heterosexual

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole by fostering greater social cohesion, and greater participation in the life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

- homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence.

We maintain quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate specific and measurable objectives, based on the evidence we have collected (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- Disability and accessibility,
- Ethnicity, religion and culture and
- Gender

Principle 10: Accessibility

We are fully inclusive and aim to provide everyone at Forest Glade with clear and distinct opportunities to access both the school building and all areas of the school curriculum (See accessibility Plan).

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out above

Ethos and Organisation

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- pupils' accessibility of both the school building and the curriculum
- teaching styles and strategies for teaching
- 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, fosterers
- working with the wider community

Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice which prevent it from fulfilling the legal duties referred to in above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, European migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

Staff are aware how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. (coloured folders in classrooms for recording)

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 action plans are implemented. A member of the governing body, has a responsibility to watch over this policy.

The head teacher, Jo Gibby 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 appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur (completing forms in appropriate files located in classrooms)
- plan and deliver curricula and lessons that reflect the above principles
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- Enable all children to fully access all areas of school both the building and the curriculum in a safe and inclusive manner.

Information and Resources

The content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion if they wish to explore this further or clarify their understanding.

Religious Observance

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

Staff Development and Training

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.

Where the Policy is Breached

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitoring and Evaluation

We use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, with a group analysis relating to disabilities and special educational needs; ethnicity, national origin, gender and socio economic status.

EQUALITY OBJECTIVES / ACTION PLAN AND ACCESSIBILITY PLAN

1. Ensure that children arriving in school who are new to English make rapid progress, to enable them to access the curriculum fully and make expected/accelerated progress in the future.
2. Further embed the use of provision management throughout school to ensure all interventions used are fully effective, value for money and that they impact on the progress of children's learning.
3. Further develop strategies to increase attendance to increase curriculum access and ensure progress is made, especially with children from vulnerable groups eg FSM.
4. Further enable all children to access all areas of both the school building and the school curriculum.

Equality Strand/Objective	Action	Impact
Further support EAL children	<ul style="list-style-type: none">• Use materials provided by equality team to assess children• TA to work with equality offer of support for EAL children• Where possible provide 1:1 support with native language speaker• Access and finance interpreter to communicate with parents and families providing information and access• Develop appropriate interventions	
Further progress of all children through TA/ teacher training focus	<ul style="list-style-type: none">• Staff training for all on effective work of TA and teacher• Use data to show success of interventions, eg: 1:1, Nesy, Toe by Toe etc.	
Support children's	<ul style="list-style-type: none">• Raise the profile of good	

attendance	<p>attendance further with office admin staff initiative with certificate system of rewards</p> <ul style="list-style-type: none"> • Follow procedures that we have worked on in the previous year to raise overall attendance • Develop links /trust with families to improve attendance 	
Further improve access to school curriculum	<ul style="list-style-type: none"> • 1:1 support to run all year and funded as appropriate • Individual risk assessments and handling documentation and training(MAPA) for staff for children entering in coming academic year but presently visiting school regularly • Individual curriculum for children entering KS2 from another placement • 	

This policy document replaces previous individual policies relating to Race Equality, Equal Opportunities, Disability Action Plan, Accessibility and EAL.

ANNUAL EQUALITY INFORMATION	
(Annual July entry)	
School Profile	
Boys %	
Girls %	
EAL %	
SEN %	
FSM %	
Attainment	
Year 6 Level 4 (Reading, Writing, Maths)	
Boys %	
Girls %	
EAL %	
SEN %	
FSM %	