



## Alderman Pounder Infant and Nursery School

# Equality Policy & Access Plan

**This policy incorporates the following former policies:**

- Disability Equality
- Gender Equality
- Race Equality
- Disability Access Plan
- Equality Action Plan

**Document Owner:** Head Teacher

**Issue Date:** Spring 2016

**Version:** 1.1

**Review frequency:** 3 years

### REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Spring 2013	Spring 2016	Agreed C&P 29.4.13
1.1	Spring 2016	Spring 2019	Updated access plan Revised school context, school curriculum added information about staff development and the schools complaint procedure. Addition of monitoring and evaluation section. Agreed C&P 8.2.16

## **Principles**

In fulfilling the legal obligations cited below, we are guided by nine 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, 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 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, 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

### 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 involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We 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
- Gay people as well as straight

#### Principle 7: Society as a whole should benefit

We intend that our 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

#### Principle 8: We base our practices on sound evidence

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

- disability
- ethnicity, religion and culture
- gender

#### Principle 9: Objectives

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

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

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

### **School context**

Alderman Pounder Infant School is a larger than average sized infant school with a 26 place nursery. The school is situated close to the Nottinghamshire/ Derbyshire border in a large suburban area and is one of three schools (within close proximity) which serve the Chilwell West ward of Nottingham. The ward overall has a higher than average degree of deprivation, but the school's catchment area is mainly private housing with some local authority housing.

The school deprivation indicator is higher than national averages (0.23 January 2016)

Alderman Pounder enjoys a good reputation which results in enrolment of many out of catchment pupils and the school is regarded as an integral and important part of the wider community.

We have children from a rich variety of backgrounds; welcoming children from families at St John's College (a local theological college), Nottingham University (including many students from overseas) and a local MOD army camp. The diverse mix of children from different cultures and socioeconomic backgrounds enriches our school. Some of our overseas pupils arrive with little or no English.

The school is in a Sure Start ward and several of our parents access the designated Children's Centre.

### **Mission Statement**

Equality of opportunity encapsulates our provision of quality and excellence for all in order to promote the highest possible standards of achievement. This equality of opportunity applies to all members of the school community- pupils, staff, governors, parents and visitors from the community. It is a fundamental principle of the school's policies that all people should be valued. The schools aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, sexual orientation, age, disability and social circumstances. It is important that in the school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society. Alderman Pounder takes steps to:-

- Promote equality of opportunity
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination

All members of the school, staff and governing body have the responsibility of implementing this policy.

### **Legal Framework**

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. The policy has been developed to ensure that the school:-

- Eliminates unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advances equality of opportunity between those who have a protected characteristic and those who do not
- Fosters good relations between those who have a protected characteristic and those who do not

### **The Curriculum/Teaching and Learning**

This policy should be read in conjunction with the school's curriculum policy and the schools inclusion policy.

Our curriculum seeks to ensure we offer:-

- Breadth and balance for all;
- Appropriate levels of expectation and genuine challenge;
- Relevance, continuity and progression in learning.

Programmes of study and teaching methods are tailored to the wide range of needs, interests and aspirations of our pupils. The staff have high expectations of all pupils and ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed.

Topics and work is revised each year to take into account the makeup of the schools current cohort. Different cultures and festivals are celebrated in individual classes to ensure that all pupils feel valued and have a sense of belonging. Resources are being reviewed to ensure they reflect the diversity of the school, community and wider society.

Pupil progress meetings are held termly and are used to identify progress and attainment within classes and across groups of children. A close emphasis being placed on targeted groups e.g. SEND, Gender, FSM, BME, EAL, Army families and vulnerable families. Analysis of this tracking ensures that interventions and support for individuals are identified and any 'gaps' are being narrowed.

### **Ethos and Organisation**

Equality and diversity principles will run through all day to day practices and they are embedded in all policies. Careful attention will be given to the following areas to ensure no stakeholders are disadvantaged due to their ethnicity, gender, disability, sexual orientation and age:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion (linking to curriculum, participation etc)

This section will be closely linked to the Guiding Principles section of this policy.

### **Addressing prejudice and prejudice-related bullying**

The school has a legal obligation to eliminate discrimination and harassment and victimisation, as well as a duty to foster positive relations between groups and individuals.

The school has adopted the Stephen Lawrence definition of a racist incident to cover all forms of prejudice. The standard definition now adopted by most public bodies is:-

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

The school takes its obligations seriously and has the following step by step procedure for dealing with such incidents:

- Report all allegations and incidents to the Head teacher - or Deputy if the HT is unavailable.
- Staff will ensure the victim is, and feels safe.
- Appropriate advice will be given to the victim(s) and perpetrator(s)
- Staff will listen to all the pupils/people involved about the incident separately. Notes will be made and kept immediately after the incident.
- Appropriate action will be taken to quickly end the behaviour.
- Staff will reinforce that particular behaviour/attitudes are unacceptable.
- Sanctions may be applied as listed in the anti-bullying policy.
- If possible those involved will be reconciled.
- In serious cases, incidents will be recorded. Reports will be kept in a file in the HT office.
- In serious cases, parents will be informed and invited in for a meeting.
- After the incident has been investigated and dealt with each case will be monitored to ensure repeated behaviour does not take place.
- Incidents will be discussed at staff meetings.
- If necessary and appropriate the Designated Safeguarding person in school, Social Care or police will be consulted.
- All racially motivated or hate incidents will be recorded and reported to the LA to monitor the type, frequency and seriousness of incidents in the authority.
- Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body.

### **Roles and Responsibilities**

The governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school's practice and related procedures are implemented and regularly reviewed and monitored.

The Chair of Governors will be the named link person for the implementation of this and this will be reviewed through the curriculum and personal sub-committee.

The Head Teacher is responsible for:-

- The overall implementation of the policy on a day to day basis
- Taking appropriate action in any cases of unlawful discrimination
- Ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

### **Information and Resources**

This policy is reviewed annually by Governors and staff. Equalities information is collected annually in the information pack to school. This is to inform the school if any additional adaptations should be made to the school building or to inform us if we need to alter the ways we communicate (e.g. hearing impairment family now use text system).

### **Staff Development and Training**

Staff across all sections of the community (teaching, support, mid-days, office staff etc) will have their professional development needs met in relation to this agenda. Staff training needs are addressed in the school development plan which ensures that training is up to date and relevant. New and temporary staff will be made aware of the school's policy.

### **Breaches of the policy**

The school takes any breaches of this policy very seriously. It aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and in all cases we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

We ensure that mechanisms are in place for pupils, parents, carers and staff to voice their opinions, comments or concerns.

A copy of the Complaints policy is available on the website.

### **Monitoring and Evaluation**

This policy will be monitored regularly and reviewed annually. The Governing Body will undertake the policy review. Equality data that has been collected will be analysed by the Head Teacher. Information will inform this policy and any actions that are required.

DATE OF APPROVAL BY GOVERNING BODY:

Signed: \_\_\_\_\_ (Chair of Governors)

## Annex 1 – Disability Equality Scheme (Access Plan) 2016-19

2016/2019

<b>Access to Physical Environment</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Short Term	School is aware of the access needs of disabled pupils, staff and parents/carers.	<p>Send out data collection sheets to update stakeholder information.</p> <p>Use IEPs to identify individual needs of pupils and plan for required interventions and support.</p> <p>Include questions on pupil contact sheets asking about parents/carers access needs.</p> <p>Include in the emergency and evacuation plans, personal emergency plans for disabled pupils.</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p>	<p>HT</p> <p>class teacher</p> <p>HT</p> <p>HT</p>	Individual plans in place and all staff aware of access needs.
Medium Term	To ensure all projects and alterations are fully accessible to all pupils and parents.	Any contractors involved in refurbishment to be made aware of access standards.	on-going	HT	Parents are able to access all parts of the school building/ grounds.
Long Term	To review the current school buildings to ensure accessible to all.	Review inadequate lighting in all areas in main school building	Spring 2016	HT	Lighting improved for visually impaired pupils and staff. Accessible to all.

<b>Access to the Curriculum</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Short Term	Increase staff confidence in differentiating the curriculum for disabled pupils.	Make effective use of Local Authority training course which support planning and provision teaching and support staff.	<p>When applicable</p> <p>When applicable</p>	<p>HT</p> <p>Key Stage Leaders</p>	<p>Raised confidence of staff in strategies for differentiation and inclusion.</p> <p>All pupils included in educational visits.</p>

	Ensure all school education visits are accessible to all.  Review participation in physical activities in and out of school time.	Use Local Authority support and information when planning visits if access could be problematic.  Make use of special events/clubs which promote disabled pupils being included in physical activity.	When available	HT	Disabled children more able to participate in sport. Inclusion in PE policy.
Long Term	Provide electronic access to curriculum for children with long term illnesses.	Develop resources on the school website to act as a bank of supporting materials for children who are absent from school for long periods	2016-2017	HT/DHT	Access to learning materials despite being unable to attend school

<b>Access to Information</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Short Term	Review information to parents/carers and ensure it is accessible.	Provide school prospectus/newsletters in alternative formats if required.	on-going	HT	All parents getting information in a format that they can access.
Medium Term	Provide alternative means of communication for hearing impaired parents.	To enable immediate communication between parents/carers and staff via texting.	on-going	HT	Successful communication between parents/carers.
Long Term	Provide means of communication for EAL	Ensure key information from school can be read on the website & provide Google Translate facility.	Sept 2015	HT/DHT	Successful communication between parents/carers