

Hatherley Infant School

Single Equalities Scheme and Accessibility Plan



April 2015 – April 2018

We want to ensure your needs are met.

If you would like this document in any other format, please contact us:

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1. Safeguarding Statement

Nothing contained within this scheme overrides the on-going commitment of the school to adhere to the safeguarding of children, vulnerable adults or members of staff. This scheme along with all others should be read in conjunction with the main safeguarding policy. Safeguarding of the children, vulnerable adults and members of staff is at the forefront of everything we do.

2. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics”, which are covered by this policy, but not as part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or ‘general duty’:

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two ‘specific duties’:

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

This scheme describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality. Our Single Equality Scheme (SES) and action plan covers a three year period from 2015 to 2018. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils

and people using the services of the school, such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

3. Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful, racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

Racist incidents are reported in accordance with the Gloucestershire LA guidelines. Verbal, physical, acts of non-cooperation are all reportable, as are acts of graffiti. The reporting procedure details the resolution that has been reached to the problem and also identifies agencies that have been involved in reaching this resolution.

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils and adults in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Our Accessibility Plan is attached as Appendix A.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Gloucestershire County Council (the employing body of Hatherley Infant School) considers that this has been addressed through the School Teachers Pay and conditions documents which is legislative in England and Wales.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

4. Our school values and visions

Meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- **Children are provided with a happy, secure stimulating and inclusive learning environment**
- **Children are encouraged to become caring and responsible members of the community and the world they live in**
- **Children are self-motivated enthusiastic learners who are challenged and supported to reach their potential**
- **Children are nurtured to develop self-belief and respect for others in our ever changing world**

Our core values are:

- **Safety**
- **Happiness**
- **Fairness**
- **Enjoyment**
- **Responsibility**
- **Caring**
- **Self-belief**
- **Respect**
- **Achievement**

5. Our school within Gloucestershire's profile

Gloucestershire is a semi-rural county that has a diverse population of approximately 600,000. Two-thirds of the population live in the main towns of Gloucester, Cheltenham, Stroud and Tewkesbury. The other areas of Cotswolds and Forest have a majority of the population living in rural areas i.e. less than 2500 people.

There are approximately 39 Secondary schools, including an ever growing number of academies, 243 Primary schools, some of which are academies, in Gloucestershire.

- 10.8% (2010 data school census) of pupils in Gloucestershire are B.M.E.
- The largest number of BME pupils are Mixed Race; primary schools = 3.6% and secondary schools = 2.7%.
- White Eastern European pupils total 1.1%, Indian 1%, African Caribbean, 1% and 0.3% Black African.
- There are 1222, 3% (Primary) and 1670, 4.6%(Secondary) pupils across Gloucestershire who are E.A.L.
- 97 different languages are spoken by pupils across Gloucestershire.
- Gloucestershire has an ageing population i.e. above National average.
- There are over 200 places of worship including 158 Christian, 3 Mosques, 1 Synagogue, 1 Hindu temple, 1 Buddhist centre and 1 Sikh place of worship.
- 17.5% of pupils in Gloucestershire have Special Educational Needs/ Disability
- 18.5% pupils have Free School Meals

Hatherley Infant School:

- Hatherley Infant school has 174 pupils in 6 classes, two for each year group.
- 59% of the total pupils are from ethnic minority groups.
- The largest ethnic group are of Indian origin.
- Followed by mixed race pupils and Black African.
- Other smaller groups include White Western and Eastern European, Black Caribbean, Pakistani, other Asian, White and Asian, White and Black Caribbean, White and Black African, any other Black and Bangladeshi.
- 31% are E.A.L. and 12 different language are spoken; Gujarati, Yoruba, Bengali, Panjabi, Arabic, Malayalam, Urdu, Mauritian Creole, Swahili, Czech, Portuguese and French.
- 21% of the pupils have Special Educational Needs/Disability
- 30 % of pupils have Free School Meals.

6. Collecting and analysing equality information for pupils at Hatherley Infant School

We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions procedures.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.

We analyse data (via RAISEonline and SPTO) on the school population by:

- Gender
- Ethnicity
- EAL
- Percentage of pupils identified as having a special educational need and/or disability
- Year group.

We collect and analyse data on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

The school currently analyses, amongst other groups, the standards reached by the following groups:

- White British Free School Meals (FSM) and non-FSM
- Black African
- Black Caribbean
- English as an Additional Language (EAL)
- Free School Meals
- Indian
- Looked after Children
- Children who receive Special Educational Needs and Disabilities (SEN/D) Support
- Children with an Education, Health and Care Plan

7. Staff and governors at Hatherley Infant School

Hatherley Infant School is committed to providing a working environment free from discrimination, victimisation and harassment. Hatherley Infant School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice in line with guidance from Gloucestershire County.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development in line with the school's improvement priorities and performance management policy.

8. Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and Action Plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and Action Plan. Examples include:

- Discussions at staff meetings
- Discussions with pupils in the classroom during circle time
- Discussions at governing body meetings
- Parent questionnaires
- Staff, Governor and Regular Visitor questionnaire.

Our analysis of the above has contributed to the Objectives and Action Plan, Section 17.

9. What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes:

Race equality

A low number of racist incidents are recorded in school. Staff are suitably trained and experienced to know how to identify these. Where incidents occur clear procedures are in place to report these to senior staff so that they can be pursued.

Disability equality

Parents and carers are formally asked when their child starts at school to inform us of any disability a family member has that would affect their access to any part of the school (premises, curriculum or communication). Our school is an inclusive environment as reflected on our Ofsted Report, July 2013.

Gender equality

Teachers are sensitive to the needs of both genders. Staff have undertaken training on gender differences in learning styles.

10. Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

Impact assessments

We have devised equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies will be undertaken and an on-going rolling programme of impact assessment for all our policies and procedures will follow.

11. Other school policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School Improvement Plan
- SEN Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy

12. Roles and responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for coordinating the implementation of this scheme.

All staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.
- All staff members will receive copies of the school's Equality Scheme.

Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

13. Commissioning and procurement

Hatherley Infant School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

14. Publicising our scheme

Our scheme will be published in the following ways:

- School website
- Staff and parent newsletter
- Staff and pupil induction

15. Annual review of progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- A summary from equality impact assessments undertaken
- An update of the progress made against objectives
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

16. On-going evolvement of our scheme

We will continue to involve people from all aspects of our school community in the on-going evolvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at Staff meetings to discuss equality and diversity issues
 - Having staff available to discuss equality and diversity matters during parent consultation meetings
 - Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

17. Equality Objectives and Action Plan April 2015 – April 2018

Equality objectives:

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve the following:

Our Equality Objectives for 2015-2018 are:

- **We will ensure photographs, displays and the resources we use reflect the school's community.**
- **We will ensure our school promotes British Values through the Pink Curriculum: Democracy, Respect, Equality, Liberty and Tolerance.**
- **We will have high expectations and aspirations for all pupils to ensure they are equipped for the next stage of their learning.**

Hatherley Infant School Accessibility Plan April 2015 – April 2018

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2015 – April 2018.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Hatherley Infant School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Single Equality Plan
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - School Prospectus and Mission Statement

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. It also refers to the Annual Premises Audit carried out by the Strategic Property Officer (Andrew Johnson). It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
8. The School Prospectus will make reference to this Accessibility Plan.
9. The School's complaints procedure covers the Accessibility Plan.
10. The Plan will be monitored through the Premises and Finance Committee of the Governors.
11. The school will work in partnership with the local authority

Hatherley Infant School Accessibility Plan April 2015 – April 2018

Improving the **Physical Access** at Hatherley Infant School

Item	Activity	Outcome	Timescale	Cost
Improve access to main entrance	Replace wooden steep ramp at the side of the steps at the entrance with a proper ramp and handrails which meet building regulations.	New ramp and steps built Summer 2015	Summer 2015	£6000
Improve access to main entrance	Colour contrasted nosings to be added to edge of steps.			
Improve decking and ramp outside Y1 classrooms as currently gets very slippery when wet and becomes hazardous for anyone with mobility difficulties.	Seek to refurbish decking (anti slip strips or replace completely).	New slabbed area and steps with new ramp built September 2016	January 2017	£10,000 contribution towards suitability bid.

Hatherley Infant School Accessibility Plan April 2012 – April 2015

Improving the **Curriculum Access** at Hatherley Infant School

Item	Activity	Outcome	Timescale	Achievement
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Barriers removed/reasonable adjustments made – increase in access to the National Curriculum.	Annual Focus	
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Each classroom works smoothly and effectively without the need to make regular adjustments to accommodate the needs of individual pupils. Barriers removed – increase in access to the National Curriculum.	Annual Focus	
The increasing number of children with SEND (SEMH) are included	Additional staff to meet needs of increasing percentage of pupils with My Plans and Behaviour Support Plans (Plans clearly understood by all) Advice and support sought from specialist agencies e.g. EP, GFAPS	Provision for SEND/SEMH is structured and clear. Children included in the classroom with use of increased range of strategies. Nurture groups and Sand Play Therapy supporting children's needs. Barriers removed/reduced – increase in access to the National Curriculum.	Annual Focus	
Increase confidence and ability of parents to support their children's learning	Provide and range of workshops/information events to increase knowledge and confidence of parents to the curriculum for English and Maths.	Parents have increased knowledge and are better able to support their child at home. Improvement in quality of home learning which impacts on learning and attitudes to learning at school.	Termly Focus	

Hatherley Infant School Accessibility Plan April 2012 – April 2015

Improving the **Accessibility of information** at Hatherley Infant School

Item	Activity	Outcome	Timescale	Achievement
Availability of written/verbal material in alternative languages.	The school will make itself aware of the services available through the LEA for converting information into alternative languages.	The school will be able to provide information in different languages when required for individual purposes. Delivery of information to EAL pupils/parents improved.	On-going	
Make available school prospectus, school newsletters and other information for parents on the school website.	Ensure all current school publications are updated and promote the availability in different formats for those that require it. Install language converter onto website.	All school information available for all. Delivery of school information to parents and the local community improved.	On-going	
Invite parents/carers to inform the school of any disability that would require adaptation by the school when communicating.	Attendance officer to ensure that letters sent to new parents offer an opportunity to inform the school of any disability that would require the school to make adaptations.	All parents/carers able to receive information. Delivery of school information to parents improved.	On-going	