

# **Petersfield Infant School Equality and Accessibility Plan**



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## **Introduction**

This plan is written with regard to the Equality Act 2010. It replaces the previous following policies:

- Disability Equality Scheme (including the school accessibility plan)
- Equal Opportunities Policy
- Gender Equality Scheme
- Race Equality Policy

The principal of equality is central to everything we do at Petersfield Infant School. All members of the school community are treated with respect and equality and we strive to eliminate discrimination and disadvantage experienced by any particular individuals or group of people.

## **1. School Aims**

At Petersfield Infant School we aim to:

- To provide children with a broad and balanced curriculum which has clear progression in subject knowledge and skills.
- To have high expectations for all our pupils and aim to provide high quality teaching and learning which ensures the needs of all children are recognised and met.
- To provide an environment that promotes a love of learning with a spirit of fun and curiosity.
- To provide our children with the skills and knowledge they need for the next stage of their education and the confidence to flourish in an ever changing world.
- To create a culture of achievement and best effort by celebrating the personal, social and academic success of everyone in our school and encourage our children to be proud of who they are.
- To provide a safe and secure environment in which all individuals are nurtured and encouraged.
- To develop compassion, empathy, consideration and respect for people in our diverse local and global community.
- To build and maintain strong links with parents and the wider community.
- To develop perseverance and resilience in all our children so they can experience success in their learning and overcome challenges.
- To use the local community and facilities to enhance our curriculum.
- To educate our children to be kind, compassionate and respectful towards all.

## **2. Mainstreaming Equality into Policy and Practice**

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

### **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 will:

- use contextual data to improve the ways in which we 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 child's education
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes

### **Admissions, exclusions and attendance**

Our admissions arrangements 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 Management Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. We will ensure that appropriate provision is made for leave of absence for religious observance for both pupils and staff.

### **3. Equal Opportunities for Staff and Advancing Equality of Opportunity**

*(This section deals with aspects of equal opportunities relating to staff at Petersfield Infant School).*

We are 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. However we aim to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### **Employer duties**

As an employer we aim 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 (TLRs) 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
- Senior Leadership Team support to ensure equality of opportunity for all

### **4. Equality and the Law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006) and the overarching Equality Act (*Public Sector Equality duty*) 2010

The action plan at the end of this Equality Plan outlines the actions Petersfield Infant School will take to meet the general duties detailed below.

#### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000 and the 2012 Equality Act.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups

Under our specific duty we will:

- prepare an Equality Plan which includes our written policy for race equality
- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

#### **4b. Disability**

This section should be read in conjunction with the school's SEND policy and accessibility elements of our Action Plan (see Section 10)

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them

- review and revise this scheme every three years

### **Accessibility**

Improving access to education and educational achievement by disabled pupils is essential to Government policy of ensuring equality of opportunity and full participation in society. The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995, by introducing new duties on Local Authorities and schools in relation to disabled pupils and prospective pupils. From 2010 the Equality Act (*Single Equality Duty*) brought accessibility under the heading of other equalities into this School Equality Plan. LAs and schools are required to prepare accessibility strategies and accessibility plans respectively for increasing the accessibility of schools for disabled pupils over time.

### **Legal duties**

All Local Authorities have a legal duty to prepare accessibility strategies for the schools for which they are responsible under the Act. Maintained schools must produce their own accessibility plans. The Act places the duty to do so on the Governing Body of the school.

An accessibility strategy or plan is for:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of written information to disabled pupils, so that it is equal to that provided to other pupils

Accessibility plans must be in writing and schools are required to publicise their accessibility plan. At Petersfield Infant School, our accessibility plan is within our Action Plan (see section 10). Review of the plan is integral into whole school policy review planning.

### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- review and revise this scheme every three years

### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. Further legislation and clarity was provided by the 2010 Equality Act. The Equality Act (Sexual Orientation) Regulations 2007 came into force

on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **4e. *Community Cohesion***

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Despite changes to Community Cohesion in our recent legislation and Ofsted guidance we still hold it as a strong guiding principle. This section should be read in conjunction with the Community Cohesion elements of our Action Plan (see section 10)

### **5. Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent workshops or governors
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, whole school surveys and County surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Personal Education Plans
- Feedback at governing body meetings

### **6. Roles and Responsibilities**

#### **The role of governors**

- To commit 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
- To ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- To 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
- To welcome all to join the school, whatever a child's socioeconomic background, race, gender or disability
- To ensure that no child is discriminated against whilst in our school on account of their race, gender or disability

#### **The role of the headteacher (and/or leader responsible for PSHE)**

- To implement the school's Equality Plan supported by the governing body
- To ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations
- To ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- To promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

### **The role of all staff**

- To ensure that all pupils are treated fairly, equally and with respect, and to maintain awareness of the school's Equality Plan
- To provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- To challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- To support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents

### **7. Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. This is made clear in the 2010 Equality Act. 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.

### **What is a discriminatory incident?**

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'.***

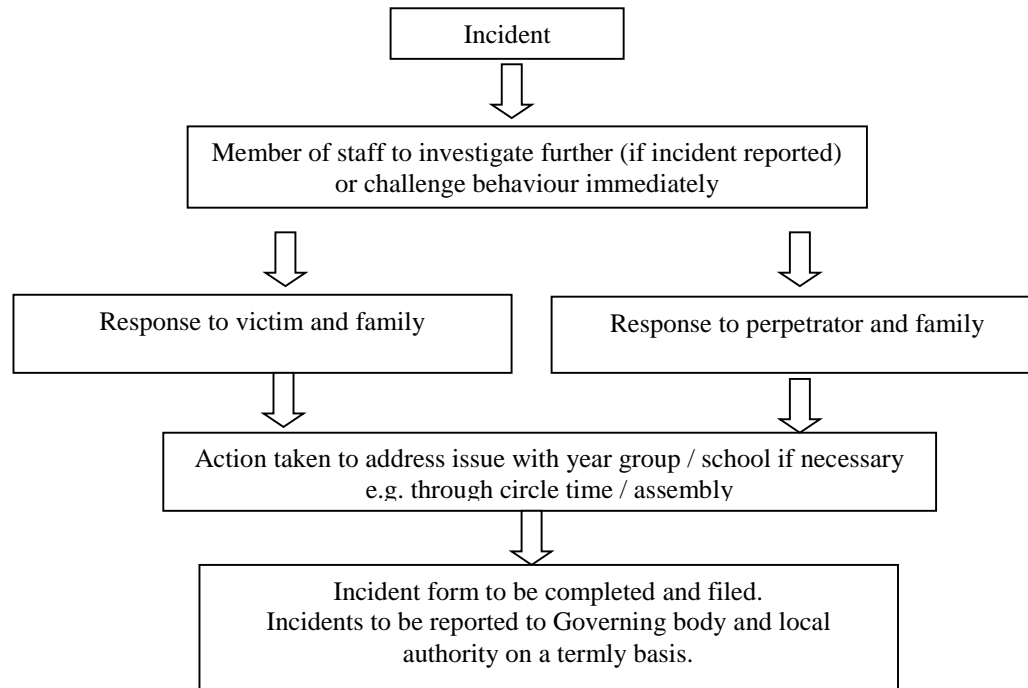
### **Types of discriminatory incident that can occur are:**

- 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 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 eg food, music, religion, dress etc
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation



## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school.



## 8. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

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 address any gaps.

## 9. Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality we will:

- publish our School Equality Plan on the school website
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- make sure hard copies are available

# 10. PETERSFIED INFANT SCHOOL EQUALITY ACTION PLAN

Equality Area	Goals and Action	Responsib le	Timescale	Expected Outcome	Achie ved ✓
All	Publish and promote the Equality Plan and other key documents through the school website, newsletter and staff meetings. Link the Equality Action plan to the strategic area of the School Development Plan where possible	HT  HT	(Following Gov. approval of Plan)  Spring Term	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents and governors are aware of the Equality Plan	
	Monitor and analyse pupil achievement by race, gender and disability (also see Ofsted evaluation schedule defined groups) and act on any trends or patterns in the data that require additional support for pupils	PSHE Lead Governor + PSHE Leader	Annually Autumn Term	Analysis of teacher assessments / annual data demonstrates are no attainment gap for groups or that any gaps are being closed	
	Collect and analyse data on pupils' attendance and any exclusions by race, gender and disability and use this to inform strategies to raise achievement	PSHE Governor + PSHE Leader	Annually Autumn Term	There will be no distinction of attendance between minority groups of pupils apart from religious observances	
	Monitor and analyse children's behaviour by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	PSHE Governor + PSHE Leader	Annually	There will be no distinction in behaviour of different minority groups	
	Pupil Progress Reviews to discuss needs, issues and performance of every vulnerable pupil in the school	HT/DHT, Year Group Leader, Class Teacher	Half Termly	Specific needs and interventions will be identified and every child's progress discussed	
	Ensure that student voice is heard on issues of equality	PSHE Leader	Ongoing	Students are able to make points which are then acted on (as seen in school council minutes)	
	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, class assemblies, fund raising	PSHE Leader	Ongoing	Appropriate diversity in school council membership	
	Continue to use the school council to investigate children's views, ie specific race, gender and disability in school	PSHE Leader	Ongoing	Pupils have a voice and are able to make points which are then acted on (as seen in school council minutes)	

	Ensure that the curriculum promotes role models and heroes young people can positively identify with, which reflects the school's diversity in terms of race, gender, disability and other groups	Curriculum Lead	Ongoing	Notable increase in participation and confidence of targeted groups	
	Ensure all resources used in school are accessible and support pupils from minority groups	Subject Leaders	Termly	Resources across the school support all pupils in every area of the curriculum	
	Continue to promote shared British values	PSHE Leader	Ongoing	Increased awareness of values shown in PSHE assessments. All pupils and staff will have a positive sense of well being	
	Encourage staff to challenge and address any bullying and harassment that is based on a pupil's race, gender or disability	All staff	Ongoing	All pupils will feel safe. Issues are reported to the HT and are dealt with effectively.	
	Review the feedback on bullying from pupils during Pupil conferences	PSHE Governor + PSHE Leader	Annually Autumn Term	Analysis shows pupils feel their opinions are listened to and that any concerns are dealt with effectively	
	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and other groups	PSHE Leader	Ongoing	Appropriate diversity reflected in school displays across all year groups. All pupils, parents and visitors to the school feel valued	
	Discussion with parents and pupils at Parents' Evenings, PLP reviews, etc.	Teachers, inc SENDCo	Termly	All necessary information is collated and shared as appropriate	
	Regular review of linked policies: SEN, Health and Safety, Equal Opportunities, PSHE and Citizenship, Curriculum, Learning and Teaching, First Aid, Management of Behaviour	Staff and Governors	Ongoing	Policies will show awareness of equality/minority groups issues	
	Ensure aspects of the Equality Plan are highlighted in school assemblies and worship	PSHE Leader	Ongoing	School assemblies and worship reflect the Equality Plan	
	Ensure aspects of British Values are highlighted in school assemblies and worship	PSHE Leader HT DHT	Ongoing	School assemblies and worship reflect British Values	
	Continue to improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, text messages etc; therefore reducing communication barriers for those with EAL, visual impairment, dyslexia, language barriers, limited reading ability	HT, DHT, SENDCo	Ongoing	All members of the school community will be able to access information readily	

	Continue to review the resources available both for indoor and outdoor use and ensure that there is an equal opportunity given to all pupils to access all the playground equipment	Outdoor Env't. Leader, Lunchtime Leader	Ongoing	There is a good balance of resources and all pupils feel they can have equal access to all outdoor facilities	
	Continue to collect and analyse data on nurture groups to determine the number of minority groups and gender attending	SEND Co Governor	Annually	There is a balance of pupils attending these groups	
<b>Gender</b>	Provide pupils with positive role models (sport and music coaches, volunteers, parents in school, members of staff)	PSHE Governor HT	Annually	All children will have the opportunity to talk with adults in school and have more positive role models	
	Monitor and analyse staff profile and act on any trends or patterns	PSHE Governor HT	Annually	Ensure diversity is reflected across the staff team	
<b>Race</b>	Identify, respond and report racist incidents as outlined in the Equality Plan and report the figures to the governing body	HT	Ongoing Termly	Teaching staff are aware of and respond to racist incidents, figures reported and challenged by the GB	
	Actively seek to recruit a person from a minority ethnic group to the governing body	Chair of Governors	Next possible Community or LA vacancy	The diversity of the governing body will be increased	
	International Club in Year 2	PSHE Leader	Weekly	EAL children have their own group	
	Language of the week- Every EAL child's language is spoken throughout the year and celebrated	PSHE Leader All teachers		Increased awareness of different languages and countries represented in the school. EAL can feel proud of their family heritage.	
<b>Community Cohesion</b>	Celebrate cultural events (Black History Month) throughout the year to increase pupil awareness and understanding of different communities and promote awareness of others through both local and global charities in focus each year.	All teachers PSHE Leader	Ongoing	Increased awareness of different communities and cultural festivals shown in PSHE assessments including pupil conferencing	
	Continue to promote the links with retired members of the community, elderly neighbours and local old people's homes through the Radian Schools Challenge funding	DHT	Ongoing	Links between our pupils and the retired and elderly community of Petersfield will be further improved	
	Continue to provide opportunities for pupils and their families and the wider community to take part in activities	HT and DHT	Ongoing	All members of the community will feel included	

	and receive services which build positive interaction and achievement for all groups i.e. PISA events				
	Continue to encourage links with the wider community - with both visitors into school and excursions to facilities in the town	Leadership team	Ongoing	Pupils will have a greater connection with people from and services in the community	
	Continue to signpost out of school activities for parents and children	HT and Computing Leader	Ongoing	More activities for parents and children will be shared via the Friday flier and the school website	
	Continue to promote 'walk to school week', encouraging pupils to walk or scoot to school safely all year round	PSHE Leader	Annually	Families will join together for this activity	
	Develop the links with the schools in other areas/countries	PSHE Leaders Geography leader	Ongoing	Pupils will have contact children in other areas/countries	
	Review any feedback from visitors and neighbours to the school	HT	Ongoing	Our wider community will feel that we have acknowledged their responses	
	Identify opportunities and activities that could be linked with other schools	All teachers	Ongoing	Opportunities for liaison between our pupils and those from other schools have increased (Herne Junior School, TPS, Sheet, Langrish, Buriton, Steep)	
	Continue to develop links between YR and local pre-schools	Year R leader	Ongoing	Feeder pre-schools will have a better understanding of the expectations of pupils entering our school. Transition for pupils will be further improved.	
<b>Disability and Accessibility</b>	Ensure basic medical information is in register and in the class first aid kit and is available for supply teachers. Ensure that all medical information is transferred to the new teacher for the start of a new school year	All teachers	Ongoing	Good communication will ensure safe practice	
	Regularly update the school disability register and review pupils' views through conferencing	SENDCo	Termly	Disabled pupils will have a voice	
	Send out/collect in questionnaires for parents of disabled pupils and those with highlighted medical problems	SENDCo	Annually	Parents will know their child is being carefully monitored	
	Collect views of disabled users of school with specific focus on accessibility, reading of letters and information sent home	PSHE Governor	Annually	School users will feel they have been given a voice	

	Ensure the school is as accessible as possible	PSHE Governor	Annually	The school site is accessible as possible	
	Carry out termly premises audits with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible toileting, washing and changing facilities; accessibility of outside areas – playground, walkways around the school etc.	DHT, Caretaker, H&S Governor	Termly (Annually with H&S Governor)	An ongoing audit of refurbishment of disability aids, both indoors and outdoors will be maintained	
	Consider recommendations from the audit to further improve provision of ramps, signage, doorways, the furniture and apparatus to improve access (subject to the constraints of the school's budget).	HT and DHT	Annually	Prioritise actions to be taken	

## APPENDIX A - ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

### The school will ensure that:

- pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- all staff are aware of the school's Equality Plan
- the talents of disabled pupils are recognised and represented in our planning through extension activities, and representation on the programmes fully reflects the school population in terms of race and gender
- there is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement in the School Council by election or co-option; class assemblies; fund raising etc
- disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies
- extended school activities such as before and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status
- staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc

### The school will provide:

- extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, eg ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment
- additional support for parents of under-achieving children e.g. reporting progress; discussing needs
- additional support for disabled parents/carers and staff to help them to play a full part in the life of the school eg providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users

## **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

### **The school will:**

- promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display
- actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce
- actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- support disabled pupils in the period of transition between infant and junior school to ease the stress of moving and increase familiarity with new surroundings
- help children and young people to understand others and value diversity
- promote shared values, awareness of human rights and how to apply and defend them
- develop skills of participation and responsible action

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- ensure procedures on anti-bullying include equality perspectives
- support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity
- keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement
- The governing body will report annually on the effectiveness and success of its Equality Plan

## **APPENDIX B - Check list for school staff and governors**

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?