



Olveston CEVC Primary School
Single Equality Policy 2010 - 2013
Includes Disability, Access, Gender and Race

Core Principle

Olveston CEVC Primary School is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

The school will consider the three main elements as stated in the Index for Inclusion:

Creating inclusive cultures
Producing inclusive policies
Evolving inclusive practices

DISABILITY - What is disability?

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006

'A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

- ◆ A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- ◆ Substantial means more than minor or trivial
- ◆ Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- ◆ Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

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

ACCESSIBILITY – What is access?

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

GENDER – All Stakeholders

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.
- Consulting all staff, pupils, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Ensuring that admissions and attendance follow LA guidelines.
- Ensuring that staff recruitment and professional development promote gender equality.

RACE – All stakeholders

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general 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 and cultural groups.

In our school, we aim to tackle racial discrimination and promote equality of opportunity in all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial or cultural harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

This policy should be read along side the schools' Equal Opportunities Policy, Community Cohesion Policy and Inclusion Policy.

Ratified by the Governors: November 2010

Date for Review: November 2013

GENERAL STATEMENT FOR ACTION PLANNING

Through the Equalities Plan (outlined below) we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathering

Olveston CEVC Primary School collects information from stakeholders through the use of questionnaires and forms.

Details will be taken from new intake of pupils and their families and when new staff and governors join the school.

All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following themes:

- ◆ the level, if any, of the disability of the stakeholder
- ◆ how the individual is accepted within the school community
- ◆ encouragement of disclosure through confidential means
- ◆ how the school uses this information to ensure inclusivity of its members

Setting the main priorities and actions through to implementation

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all the school does. The actions should have clear timeframes and be monitored by the working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

Assessing the impact of the policy through the use of the plan

The Governing Body will meet regularly to ascertain how this plan is progressing and its impact on the stakeholders they are intended for. This will be carried out through discussions with individuals or groups for whom the schemes are designed. This impact will be reported through the mechanisms outlined above.

Main Priorities and Actions to be taken

School Priorities
Disability
D1. Ensure direct access to all parts of the school building.
D2. Ensure that all stakeholders are treated equally regardless of disability, ensure that all curriculum and after school activities are accessible for all stakeholders.
D3. Ensure children identified as disabled are maintaining good progress.
Accessibility
A1. Ensure direct access to all parts of the school building.
A2. Improve disabled facilities including WC.
A3. Refurbishment of school's stock of height adjustable tables, kitchen and bathroom taps with levers, etc.
Gender
G1. Ensure equal opportunities for both sexes in curriculum and at additional times.
G2. Increase the number of male role models within the school either staff or volunteers.
G3. Ensure that data is analysed to view if there is a gender issue in learning.
Race
R1. Ensure all children are challenged if and when comments or actions are of a racist nature.
R2. Ensure all stakeholders are aware of policies and practice in school.
R3. Ensure children from different ethnic groups are maintaining good progress.
General
GEN1. Ensure all policies and practice (curriculum and ethos) are inclusive, providing equality for all.
GEN2. Ensure perceptions regarding equality, inequality and difference are challenged by all stakeholders.
GEN3. Ensure that all children are making sufficient and measured progress with their targets for end of year and key stages.

Priority Targets	Strategies Actions to be completed	Success criteria	Personnel / Cost	Time scale	Measure of impact and monitoring	Evaluation
D1 & A1	Increased access into Year 1 and Year 2 classrooms, via ramp installation.	Main entrances accessible for all.	Cost of two pathways/ramps into Year 1 and Year 2.	By Autumn 2011	Access is easier for all stakeholders.	
D2 & G1	Ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustment and removing barriers. Use checklist of actions from Disability Equality in Education – Making it happen book p77-79 All staff made aware of the impact of these changes and how they are able to ensure clear access	Classrooms, teaching and learning are matched against the checklist and learning is available to be accessed successfully by all children in school. All significant barriers are removed. All venues of visits are checked for accessibility for all	All staff led by HT through staff meetings and discussions about how to implement changes	On going with appropriate risk assessments carried out	Check the actions of staff against the checklist and prepare physical environment for changes if necessary and required for full access. Children are able to access fully the learning environment and after school activities.	

Priority Targets	Strategies Actions to be completed	Success criteria	Personnel / Cost	Time scale	Measure of impact and monitoring	Evaluation
D 3 & G3 & R3 & GEN 3	Identify the trends within attainment for girls and boys, those with special needs and from ethnic minorities relating to progress from all results available Use SAT data and optional data to direct the need for different teaching strategies Ensure that strategies are in place to close the gap for under attaining pupils	Staff are aware of the needs of the children in their classes and learning and teaching are made accessible for both genders, disability and ethnicity equally over the year. All staff are trained in meeting the needs of pupils from diverse backgrounds.	HT to lead with all staff involved	On going	Staff have an awareness of the need to deliver curriculum in different ways to all children when and where appropriate.	
A2	Service Key Stage 2 disabled facilities including shower to ensure this facility can be used.	Facilities will be easily accessible by any stakeholder with any type of disability.	HT and caretaker.	Spring 2011	Feedback from disabled stakeholders.	
A3	Refurbishment programmes plan to increase the school's stock of: tables of varying heights, washroom and kitchen taps with levers, large computer screens and keyboards, etc.	Physical access and ease is increased, improved access to larger keyboards for pupil's learning	HT and Govs to conduct audit and identify where there is a need to use these.	By Summer 2011	Physical accessibility is increased	
G2	Increase the number of male role models within the school, either staff or volunteers. Hold a Dad's Day for any male family members to come into school and join in with children's learning. Bring in their expertise in different fields to develop and initiate experience for all children from the male roles.	Dad's day will enable HT to gather feedback from male family members about helping in school. Male family members and community volunteers will feel confident in helping in school.	HT to lead staff in this initiative.	Summer 2010 and on going	Fathers are encouraged to assist in school time and children are aware of their role within the community, work place, etc.	

Priority Targets	Strategies Actions to be completed	Success criteria	Personnel / Cost	Time scale	Measure of impact and monitoring	Evaluation
R1 & GEN 2	<p>Ensure that any barriers in school are broken down and ensure true access and positive attitudes.</p> <p>Ensure attitudes are not barriers stopping full access and integration to occur.</p> <p>Ensure that the barriers are addressed and rectified if found to be a block to success.</p> <p>Training on challenging inequality especially racism and bullying for any reason.</p>	<p>All stakeholders are aware of the barriers against true equality. School is better equipped to enable true and full access for all current and potential stakeholders</p> <p>All staff aware of how to challenge any racist comments and perceptions and how to report any incidents.</p>	HT, All staff , Governors, Parents and Children	On going Update on training in January 2011	<p>Check that the school is implementing the changes to break down the barriers to enable full access</p> <p>Through questionnaires and observations see how successful the school has been</p> <p>Discussion meetings with parents and Governors</p>	
R2	<p>Ensure that the principles of race equality underpin the full range of policies and practice.</p>	<p>Screening of all policies for relevance.</p> <p>Developing policies and action plans to include a race equality dimension.</p>	All staff and Middle Leadership Teams Governor Policy Committee	On going	<p>Policies are in accordance to guidelines and identify race issues if any are raised.</p>	
GEN 1	<p>Review all school policies to include actions relating to Equalities Policies reviewed with access, disability, gender and race equality included in all.</p> <p>(Use questions raised from the Disability Equality in Education – Making it happen book p 69-75.)</p> <p>Ensure that the Index for Inclusion indicators are implemented in all areas for the school in culture, policies and practice</p>	<p>Policies include comments on practices within school to enable all children, staff, parents and stakeholders to access all aspects of school life</p> <p>All children, staff, parents and stakeholders are inclusive in their thinking and practice</p>	All staff involved in reviewing policies HT letters to stakeholders to be aware of measures being put in place for the school to ensure inclusion is implemented fully	On going	<p>Governors to assess the wording of policy statements relating to access, disability, gender and race.</p> <p>The reactions of the stakeholders to equality for all</p>	