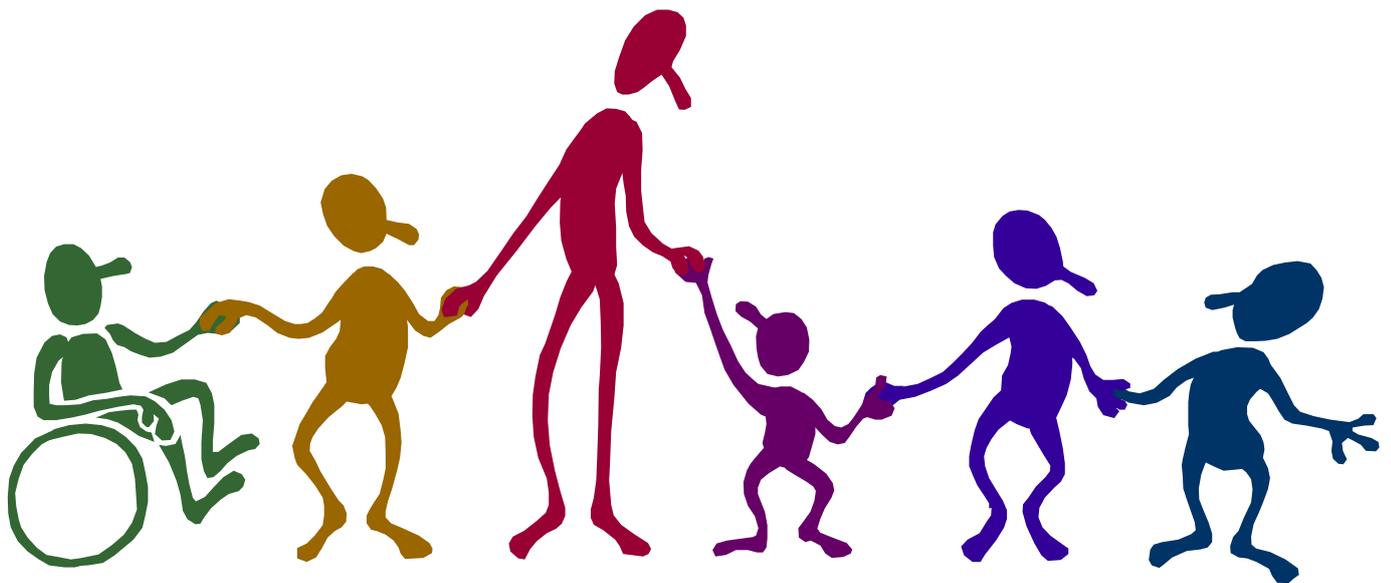




Equality Policy Summary Document 2014-2018

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Introduction

At Lincewood Primary School all staff are committed to creating “The Best Possible Introduction to Education” for all pupils. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Everyone in our school is important and included. We promote a positive ethos thereby ensuring that the staff and pupils are happy and motivated. Happy children learn!

What is the Equality Policy and Action Plan?

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

This Equality Policy brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions within the whole school community.

Our Equality Policy and Action Plan covers a four-year period from 2014-2018. It integrates our statutory duties in relation to the protected characteristics of disability, gender and gender reassignment, pregnancy and maternity, race, religion or belief, and sexual orientation. The duties cover staff, pupils and people using the services of the school such as parents and community. It includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Age is a protected characteristic but is not applicable to schools in relation to education or, for those under 18, to the provision of services. It is applicable to the provision of services or employment for staff and other adults. Marriage and civil partnership are a protected characteristic but only in relation to employment.

Community cohesion is no longer a specific protected characteristic. However, we continue to have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

School values and visions:

In meeting the specific duties described below, all our actions will embody our school’s key principles and values.

We strive to make the best possible provisions for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We value staff for their ability and potential to help us make the best possible provision for the children in our school regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.

Meeting our duties.

Disability:

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 people's 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 that 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 in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do that the school has a duty to make reasonable adjustments.

Please read Appendix A which contains further information about our Accessibility Plan.

Gender:

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

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

Gender reassignment:

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.

Race:

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.

We follow the Local Authority procedures for dealing with racist actions or any form of discrimination.

Religion and belief, pregnancy and maternity, sexual orientation:

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

Collecting and analysing equality information

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 disability, gender, gender reassignment, race, religion/belief and sexual orientation.

Lincewood Primary school is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic background or differing gender. The school has in place a range of associated policies that have been agreed by staff and governors.

The school has 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, considering certain protected aspects each year, and reviewing the entire plan and accompanying action plan on a four year cycle. Thus all aspects are considered over the four year cycle.

Consultation and involving people

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 appreciate that the legislation states that it is important that minority groups (for race, disability

and gender) are involved in the formulation and development of equality schemes and action plans.

The following good practice has been identified:

- Disabled access/toilets
- Well-trained staff on the needs of specific children
- Procedures in place to meet any medical needs children may have
- Admission form criteria includes information on disability
- Every class has a weekly timetabled lesson for RE, planned for and delivered using the Essex scheme for RE and much of the focus of lessons is on the spiritual beliefs of others.
- Links are maintained with the local Christian church through regular assemblies led by the vicar and Christmas and Easter services are held either at school or in church. Other religious groups e.g. Viz a Viz and Back 2 School Ministries, visit the school and provide lessons and assemblies about their work.
- Due to the school's ethos of inclusion and acceptance children have respect and empathy for each other and show understanding and compassion for others' needs and differences. As a result of this ethos the school has very few incidents of bullying, discrimination or racism.

The following ongoing needs have been identified:

- The initial scheme was shared but this has not been continually promoted over the last 3 years, resulting in many people not knowing of its existence
- Despite staff efforts, there have been limited opportunities to bring in representatives of other faiths to take part in lessons and assemblies to promote tolerance of individuals' beliefs.
- Limited opportunities for sourcing community views

What we have achieved so far

Disability

- A new building with classroom and purpose-built music room (to replace the inaccessible demountable classroom) has been built. The rooms in this new building are all accessible.
- The school has purchased a site licence for Clicker 6, which will provide alternative recording opportunities for specific pupils

Gender

- Our data shows that there is no significant difference in attainment between boys and girls
- Our school council is always represented by one male and one female pupil from each class (years 2-6)

Race/ethnicity

- Our data shows that children with English as an Additional Language made above average progress.
- PSHE lessons incorporate topics such as Black History month, the holocaust (through a focus on Anne Frank).

Roles and responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Policy and Action Plan.
- Our Head Teacher is responsible for the implementation of this Policy and will ensure that staff are aware of their responsibilities, that they are given the necessary training and support and will report progress to the governing body.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good awareness of equality issues.
- 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 and carers are adhering to our commitment to equality.

Publicising our scheme

Our Equality Policy will be made accessible to all persons within our local and school community in the following ways:

- a summary of our key priorities is available on our website and hard copies can be obtained from the school office.
- we will raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.

Action Plan (see also Accessibility Plan Appendix A)

1. Publish and promote the Equality Plan through the school website, newsletter and staff meetings. This includes publicising our procedures to eliminate harassment and discrimination on the grounds of all the listed protected characteristics
2. Monitor and analyse pupil achievement of vulnerable groups, identify and act on any trends or patterns in the data that require additional support for pupils
3. Re-develop the KS2 'trim trail' area, incorporating access areas for pupils with mobility difficulties
4. Increased representation of other religions to take part in lessons and assemblies to promote tolerance of individuals' belief

Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Current good practice:

- Due to the relatively high numbers of pupils with physical disabilities attending Lincewood Primary School since it opened as a primary school, there have already been a substantial number of adaptations to the building, to enable these pupils to access all areas. These include:
 - a hygiene room with height adjustable changing bench, toilet with rails, shower facilities
 - height adjustable computer bench in ICT suite
 - seven ramped exits from various areas of the school, enabling easy access for all children with disabilities
 - pool hoist in the swimming pool
- We have had 2 fully-accessible buildings with 4 classrooms and a purpose-built music room (to replace the inaccessible demountable classroom) built within the past 3 years.
- The school has purchased a site licence for Clicker 6, which provides alternative recording opportunities for identified pupils
- There is a designated disabled parking space and, as a direct result of introducing the request for disability information for all new pupils, the school has established procedures for anyone who has a Blue Badge to access the school grounds at the beginning and end of the school day
- The school has a member of staff trained to AMBDA standard, who can administer dyslexia assessments
- We monitor and analyse pupil achievement of all vulnerable groups on a half termly basis, identifying and acting on any trends or patterns in the data that require additional support for pupils
- We routinely liaise with all local pre-school providers to review the potential intake for the following September
- All classroom support staff have weekly training on specific disability issues

Appendix A Accessibility Plan

The Lincewood Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and is published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 and school trips – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training recognizes the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Behaviour and Discipline Policy
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Equality Policy

- Supporting Children with Medical Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored by the Governing Body.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria
CURRICULUM				
New vocabulary webs devised for all curriculum areas, based on the new national curriculum	Inclusion Manager to liaise with subject co-ordinators to ensure that year groups are focusing on appropriate vocabulary	By the end of 2015/16 academic year	Inclusion Manager / all staff	Vocabulary targets on pupils' One Plans and annual reviews will be more specific and relevant to their personal learning needs
Increase confidence of all staff in supporting children with ASD	All staff to have Level 1 training, delivered by AET certified trainers Follow-up training for support staff on specific strategies	Autumn Term 2015 Spring/Summer Terms 2016	Inclusion Manager to organise Inclusion Manager to deliver	Staff confidence in supporting pupils with ASD is increased
To support pupils with emotional needs to maintain a stable frame of mind and return quickly to classroom activities	All staff to have Step On training, key identified staff to have Step Up training	Summer Term 2016	SLT	Staff confidence in de-escalation strategies is increased
To ensure that pupils with SEND have access to extra-curricular	Regular monitoring that the % of pupils with SEND attending at least one extracurricular activity reflects the total % of	Ongoing – twice a year	All extracurricular activity leads Inclusion Manager to collate data and	% of pupils with SEND attending at least one extracurricular activity

activities	SEND in the school		discuss anomalies with SLT	at least reflects the total % of SEND in the school
PHYSICAL ENVIRONMENT				
Create a sensory space within school which children with ASD or SEMH can use to calm down	Redesign room behind Inclusion Manager's office	By the end of 2016/7 academic year	Inclusion Manager	Regular timetabled use of the room by identified pupils
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information	Written information will be available in alternative formats, eg. large print, on request. Where necessary, the school will make itself aware of the services available through the LEA for converting written information into alternative formats.	As needed	Office Staff / Inclusion Manager	The school will be able to provide written information in different formats when required for individual purposes.