

New Invention



Laying the foundation of learning

EQUALITY OF OPPORTUNITY POLICY

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation.

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

At New Invention Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

OBJECTIVES

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- To increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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.
- To improve and make reasonable adjustments to 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 time frame.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.
- To monitor pupil attainment and progress in individual subjects by ethnic group, gender, language, EAL, Term born, Pupil Premium and SEND.

GOOD PRACTICE

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

STRATEGIES

- The Headteacher will take on the role of equality co-ordinator (with the support of the RE/PSHE Co-ordinator) and will, through their personal leadership, demonstrate the importance of this policy.
- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality in all its aspects is being promoted and safeguarded.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- All other staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- Pupils will share in the development of the equality policy where appropriate and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.
- The positive achievements of all pupils will be celebrated and recognised.
- This equality policy will be included in the induction arrangements for all new staff to the school.
- If anyone in the school feels that this policy is not being followed then they should raise the matter with the Head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

OUTCOMES

- This policy will play an important part in the educational development of individual pupils.
- It will ensure that all pupils are treated equally and as favourably as others.
- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

KEY AREAS IN PROMOTING RACE EQUALITY

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of curriculum.
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- Targets may be set for individual pupils by ethnicity. Teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding underachievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys in particular.
- Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.
- Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.
- The school makes full use of the resources available within its local ethnic communities.
- The monitoring system used by the school (CPOMS) enables the school to report relevant details to Walsall Education on request.

KEY AREAS IN PROMOTING DISABILITY EQUALITY

- Every child has an equal chance of gaining a place at our school, regardless of their disability, providing we can cater for their individual need. Every effort will be made to achieve this.
- Dedicated disabled parking bays are available in the car park.

KEY AREAS IN PROMOTING GENDER EQUALITY

- Curriculum topics are chosen to appeal to both boys and girls.
- Reading material covers all genres to have maximum appeal and choice.
- A wide variety of clubs, both sporting and non-sport based, are available.

KEY AREAS IN PROMOTING RELIGIOUS EQUALITY

- We build on children's own experiences, for example of religious festivals such as Eid, Hanukkah and Christmas. As a school, we celebrate traditions from all our represented and non-represented faiths to increase children's and families awareness and understanding of different communities.
- Pupils are allowed authorised absence for religious observance, whatever their faith.
- We organise visits to local places of worship and invite representatives of a variety of religious groups to come into school.
- Our R.E. Curriculum enables pupils to understand the way in which society and particular groups within society are bound together by their beliefs, practices, lifestyles, values and attitudes.
- Resources are purchased that represent all key religions we study.

GUIDELINES ON WORKING WITH PUPILS WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE

- The school recognises and values bilingualism.
- The language and learning needs of bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.
- The school will explore a broad range of other media e.g. Computer software, the Internet, audio and videotapes, films, songs, games etc., to support the maintenance and development of home/community language skills and cultural heritage.

- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils' and communities' access to the development of literacy in the first language where possible.
- The school will draw on the skills of parents and local communities on producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. These equality objectives, wherever possible, are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

The Governing Body of the school has agreed this policy. The Governing Body will receive progress reports from the head teacher and other school staff on a regular basis, as part of the head teacher's report to Governors.

The curriculum sub-committee will have responsibility for monitoring this policy, every four years, on behalf of the Governing Body.

2017-20 - Increasing the extent to which pupils can participate in the curriculum

Objective	Action	Success criteria	When	Who	Evaluation
Promote positive attitudes to disability.	Review PSHE / RE / Citizenship Curriculum to match the new Primary Curriculum	Revised Curriculum in place and understood by all staff.	Begin Autumn Term 2017 End Summer term 2017	Mrs Tabberer Mrs Naffati	
Assess the nature of the school population for whom the school is planning.	Gather data on pupils already in the school and moving through it and the nature of the school's intake in the future. Review other information, such as local/national information on trends in school population.	Develop a proper understanding of which pupils may be included in the DDA definition of disability	Autumn Term 2017 and annually	Senior Management Team	
Carry out an audit of the school's strengths and weaknesses in working with disabled pupils.	Look at the level of staff awareness of what the DDA requires of them; Consider the presence of disabled pupils in the school and the pattern of their participation in the life of the school, for example: - patterns of attendance and exclusion; - areas of the curriculum to which disabled pupils may have limited or no access at the moment; - the participation of disabled pupils in off-site activities - parts of the school to which disabled pupils may have limited or no access at the moment.	Improved outcomes for disabled pupils, including: -a detailed analysis of outcome data: end of Foundation Stage and Key Stage 1 outcomes; -detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas.	Summer Term 2017 and annually	Senior Leaders	
Increase participation in school activities.	Audit pupil attendance at school clubs. Identify potential barriers to attendance, and rectify. Audit range of activities.	All clubs are attended by the full range of school pupils, and accessible to all.	Autumn Term 2017 and annually	Miss Wallace	
Look at the impact on disabled pupils of the way the school is organised.	Review the schools risk assessments.	Risk assessments take account of the needs of disabled pupils and staff.	Autumn Term 2017	Mrs Hunt	
Ensure appropriate ICT hardware & software is available for pupils with Disabilities.	Review accessibility of ICT using specialist expertise if necessary. Prioritise new software and hardware to purchase. Train teachers, TAs and technician staff on use of new software.	Staff have access to programmes that help them to differentiate work for pupils as appropriate. Pupils have access to a range of appropriate hardware and software to support their individual needs.	Ongoing	Mrs Westbury / Mr Craig	
Improve staff specialist knowledge.	Continue to train staff in specialist areas such as BSL/medical needs as training becomes available. The school will make itself aware of the services available for converting written information into alternative formats.	A wide range of expertise and specialist support is available across the school.	Ongoing	Mrs Spencer	

Increase web-based learning opportunities.	Audit learning opportunities available via our school website and improve where possible. Advertise all web-based learning opportunities regularly.	Learning opportunities are increased for children whose access to school can be limited.	Ongoing	Mr Craig / Mrs Westbury	
Celebrate diversity	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities.	Curriculum supports diversity in all forms.	Ongoing	All teachers	
Celebrate diversity	Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.	School provision supports all forms of diversity.	Ongoing	All staff	
Celebrate diversity	Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.	School provision supports all forms of diversity.	Ongoing	All staff	
Maximise achievement for all	Monitor and analyse children's achievement by gender, race, disability, SEND and term of birth and act on any trends or patterns in the data that show the requirement for additional support.	All children achieve their targets.	At end of year, and termly thereafter	Senior Leaders All teachers	

2017-20 - Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Objective	Action	Success criteria	When	Who	Evaluation
Changes to the Physical environment.	Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings.	The school environment is as fully inclusive as possible.	As needed	External Contractors	
Changes to outdoor learning areas.	Investigate specialist play equipment for disabled pupils.	School playground is as inclusive as possible	As needed	Senior Leaders	
Create effective learning environments for all.	Organise classrooms to meet pupil need, e.g. work stations, Makaton timelines, sitting spots, reward systems, rules, etc.	All learning environments are fully inclusive and responsive to pupil need.	Ongoing	All teachers	

2017-20 - Improving the availability of accessible information to disabled pupils and families

Objective	Action	Success criteria	When	Who	Evaluation
Improve independent access to information.	Utilise technology such as talking books, talking tins, talking postcards to aid visually impaired pupils.	Pupils have access to a range of appropriate hardware and software to access the curriculum and support their individual needs.	As needed	All teachers and LSAs	
Improve independent access to information.	Utilise Makaton, sign supported English or BSL as appropriate for hearing impaired pupils	Pupils have the support they need to access the curriculum and support their individual needs.	As needed	SENCO	

<p><i>Improve staff/pupil communication for pupils for whom language is a concern.</i></p>	<p><i>Continue to undertake staff training in use of Makaton.</i></p> <p><i>Use Makaton symbols to communicate with pupils, signing alongside speech.</i></p> <p><i>Undertake speech therapy training.</i></p> <p><i>Review parent information leaflet to help carers to support signing at home.</i></p>	<p><i>Key staff are confident in using basic Makaton symbols to support pupils.</i></p> <p><i>All staff have knowledge of a range of strategies to support pupils with language needs.</i></p>	<p><i>Ongoing –new staff trained as soon as possible</i></p>	<p><i>Miss Summers to lead basic introduction training for new staff.</i></p> <p><i>Utilise Speech and Language service for specialist training.</i></p>	
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