



OUGHTON PRIMARY & NURSERY SCHOOL

## Equalities Scheme and Accessibility Policy

**Policy Approval Date: 15<sup>th</sup> December 2016**

***Approved by the Full Governing Body please see minutes dated 15/12/2016***

**Review Date: December 2017**

**This policy was reviewed in December 2016 in consultation with the staff and governors.**

### Our Vision

**Everyone working together and learning to become an outstanding school that gives support and guidance to all, working in partnership with both parents and the community.**

#### ***OUGHTONLIFE:***

***Learning, Inclusion, Friendship, Enjoyment..... for everyone.***

***Everyone – children, staff and families.***

**We strive to ensure our children will:**

- Be safe
- Be healthy and happy
- Enjoy learning and achieve success
- Be able to contribute to their school and society
- Be prepared for a life in the 21st Century

### **Mission Statement**

We aim to support not only children and staff within the school with their aspirations, but those in the wider community too.

Our guiding principles:

#### ***1. All learners are of equal value***

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

#### ***2. We recognise and respect difference***

Treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

- We intend that our policies, procedures and activities should promote:
- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **4. We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

### **5. We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

### **6. We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- all sexual identities

### **7. Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- all sexual identities

### **8. We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **9. Objectives are set based on evidence**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## **School Context**

### **Facts:**

- There are currently 254 pupils on roll (21.11.16), including Nursery, now one intake a year. We have high mobility.
- There are 11 classes, Nursery, 2 Reception classes, 1 class in Year 1 and 2, 2 classes in Year 3, 2 classes in Year 4, 1 class in Year 5 and 6.
- Children's Centre on site - Pre-School Alliance from Easter 2015 and the school and Centre work well together.
- We have strong links with community organisations (See Leadership and Management) i.e. St Marks Church, Hitchin Town Football Club and The Priory. We have links with Beavers, Cubs, Scouts and the Music Service.
- The school is part of the Hitchin Partnership, a group of Hitchin schools who work together to provide CPD opportunities and support for the schools, with Family Support Workers.

### **Social-Economic factors (PPG, SEND, EAL, KSS, CLA)**

At Oughton we have:

- High number of pupils in receipt of Free School Meals and a high proportion of PPG children.
- High proportion of pupils come from families who face significant challenges in their daily lives, some of whom have poor literacy skills themselves and find it difficult to support their children.
- High level of deprivation compared to National statistics.
- Low level of stability compared to National statistics.
- High number of pupils with SEN support compared to National statistics, although below average of pupils with statement / EHC Plan
- There is a more diverse ethnic mix of families at Oughton. The number of English as an additional language is low compared to National statistics.
- There is a high percentage of children known to Social Service (KSS) including children subject to Child Protection Plans, children subject to Child in Need meetings and children subject to CAFs.
- Attendance and punctuality remains consistent. There are a number of persistent absentees although the forecast for these is improving. The school is working with the Attendance Improvement Officer.
- Many of our Pupil Premium Group children are also identified with SEN.

## **Legal Background**

The duties that underpin our scheme:

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

### Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age
- disability
- ethnicity and race
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

### **Disability**

At Oughton School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

### **Community Cohesion**

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

### **Roles and Responsibilities**

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### **Commitment to implementation**

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Key staff will report regularly to the Headteacher on actions and progress. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

### **Responsibility for Key person**

| <b>Key Aspect</b>                                  | <b>Person responsible</b>          |
|--|------------------------------------|
| Single equality scheme                             | Headteacher                        |
| Disability equality (including bullying incidents) | Headteacher & INCo                 |
| SEN/LDD (including bullying incidents)             | INCo & Headteacher                 |
| Accessibility                                      | Headteacher & INCo                 |
| Gender equality (including bullying incidents)     | Senior Leadership Team             |
| Race equality (including racist incidents)         | Senior Leadership Team             |
| Equality and diversity in curriculum content       | Senior Leadership Team             |
| Equality and diversity in pupil achievement        | Senior Leadership Team             |
| Equality and diversity – behaviour and exclusions  | Headteacher and Deputy Headteacher |
| Participation in all aspects of school life        | Senior Leadership Team             |
| Impact assessment                                  | Headteacher                        |
| Stakeholder consultation                           | Headteacher and Chair of Governors |
| Policy review                                      | Headteacher and Governing Body     |
| Communication and publishing                       | Headteacher and Governing Body     |

### **Commitment to review**

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

### **Commitment to publish**

We are committed to sharing information about our equality scheme. We will publish information annually. The scheme will be published on our school website.

### Commitment to action

| <b>Governors will:</b>                    |  |
|---|--|
| <b>Policy Development</b>                 | <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development, within the School Improvement Plan and ensure regular review of the school's equality and other policies.</li> </ul>  |
| <b>Policy Implementation</b>              | <ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.</li> <li>• Highlight good practice and promote it throughout the school and wider community</li> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.</li> <li>• Highlight good practice and promote it throughout the school and wider community.</li> </ul>  |
| <b>Behaviour</b>                          | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils. Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>  |
| <b>Public Sector Duties</b>               | <ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>  |
| <b>Headteacher and senior staff will:</b> |  |
| <b>Policy Development</b>                 | <ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Ensure that the action plans arising from the policy are part of the School Improvement Plan (SIP)</li> <li>• Consult pupils, staff and stakeholders in the development and review of the policies</li> <li>• Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available</li> </ul>  |
| <b>Policy Implementation</b>              | <ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all pupils, staff, Stakeholders, contractors and volunteers</li> <li>• Ensure that staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> <li>• Hold line managers accountable for effective policy implementation</li> </ul>  |
| <b>Behaviour</b>                          | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Highlight good practice from departments, individual managers, staff and pupils</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>  |
| <b>Public Sector Duties</b>               | <ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively</li> </ul>  |
| <b>Senior leaders will:</b>               |  |
| <b>Policy Development</b>                 | <ul style="list-style-type: none"> <li>• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> <li>• Implement the School Improvement and Equality Scheme, holding staff accountable for their implementation behaviour, and providing support and guidance as necessary</li> <li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> <li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li> <li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> </ul> |
| <b>Implementation</b>                     | <ul style="list-style-type: none"> <li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> <li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li> </ul>  |
| <b>Behaviour</b>                          | <ul style="list-style-type: none"> <li>• Behave in accordance with the school's policies, leading by example</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li> </ul>   |
| <b>Public Sector Duties</b>                       | <ul style="list-style-type: none"> <li>Contribute to managing the implementation of the school's equality scheme</li> </ul>   |
| <b>All staff: teaching and non-teaching will:</b> |   |
| <b>Policy Development</b>                         | <ul style="list-style-type: none"> <li>Contribute to consultations and reviews</li> <li>Raise issues with line managers which could contribute to policy review and development</li> <li>Follow the Equality Scheme and School Improvement Plan</li> </ul>  |
| <b>Policy Implementation</b>                      | <ul style="list-style-type: none"> <li>Maintain awareness of the school's current equality policy and procedures</li> <li>Implement the policy as it applies to staff and pupils</li> </ul>   |
| <b>Behaviour</b>                                  | <ul style="list-style-type: none"> <li>Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> <li>Make known any queries or training needs to Senior Leaders</li> </ul> |
| <b>Public Sector Duties</b>                       | <ul style="list-style-type: none"> <li>Contribute to the implementation of the school's equality scheme</li> </ul>  |

We comply fully with legislation which protects all staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

### **Engagement**

#### **Engagement Participation and Involvement**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies – parents, pupils, staff, members of the community and people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

#### **Disability**

We will continue to consult Parents, staff and pupils with disabilities.

#### **Gender**

We will continue to consult a balance of each gender from staff, pupils and Parents

#### **Race**

We will continue to work in partnership with advisors.

#### **Community cohesion**

We will continue to work with our Hitchin Local Partnership

#### **Other**

We will continue to build close links with Children's centre, pre-schools and link Universities.

### **Using Information- Equality Impact Assessments, data and other information Using Information**

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in *Roles and responsibilities* of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

### Equality Impact Assessment (EQIAs)

We consider whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively) and ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.

### Our School's Equality Objectives

An analysis of needs within the school identified the following areas for further development.

### Equality Objectives for 2016-2020 Action Plan

| Target:<br>Information:   | Strategy   | Outcome  | Timescale  | Achievement  | Progress<br>2016/17 |
|---|--|--|--|--|---------------------|
| Have up to date information and views of staff, families and children regarding disability equality. To continue to involve parents and wider community in education. | Questionnaires Sent out to all new parents and carers of Reception and Nursery children.   | Questionnaires are completed and returned.                         | Each academic year by February   | Information up to date. Stakeholders positive about equality.  |                     |
| Consider further actions following questionnaire feedback-staff and family.   | Questionnaires sent out to new parents and staff   | Questionnaires are completed and returned.                         | September and July each year   | Staff understand the implications re disability and equality and follow procedures.                                |                     |
| Ensure parents and staff with disabilities or learning difficulties has equal opportunity to access information from the school.                                      | Ensure all communication is clearly given to parents and staff who have learning difficulties or are unable to read. Staff available for support- 1:1 reading/ audio | Greater communication, increased parental knowledge of the school. | On-going from Sept 2016 – feedback to staff when change of teacher / TA. | Procedures in place where required to enable greater communication and increased parental knowledge of the school. |                     |
| Newsletters to communicate/ request additional information from parents.  | Stakeholders to discuss the development of a newsletter. Meeting to develop topics and newsletter  | Newsletter format agreed with planned focus                        | By April 2017  | Parents and carers will have access to a regular newsletter signposting to external agencies                       |                     |
| Equality scheme update to Governors to governors via Headteacher report.  | Termly review of objectives in monitoring calendar   |  | Termly reviews Ongoing   |  |                     |

| <b>Target:<br/>governor training:</b>   | <b>Strategy</b>  | <b>Outcome</b>  | <b>Timescale</b>  | <b>Achievement</b>   | <b>Progress<br/>2016/17</b> |
|---|--|---|---|--|-----------------------------|
| Governors have access to training and understand their responsibilities and the actions required.<br><br>Audit of governor training.      | Governors are signposted to relevant training and complete annual self-review<br><br>Governors complete a training audit   | Governors access the training and feedback information from the sessions<br><br>An audit of the governor training that has been completed is compiled. Any training needs that are highlighted can be addressed.  | Ongoing following timetable for training<br><br>Autumn term each year   | Governors have the opportunity to attend relevant training courses and have a forum to feedback the information. The annual self-review will include equality awareness.<br><br>Up to date training audit completed. |                             |
| <b>Target:<br/>Staff training:</b>  | <b>Strategy</b>  | <b>Outcome</b>  | <b>Timescale</b>  | <b>Achievement</b>   | <b>Progress<br/>2016/17</b> |
| Develop staff training in manual handling<br><br>Develop staff training Speech and language (Talk of the Town and WELLCOMM) (SIP 2016/17) | Training organised for manual handling.<br><br>Speech and language therapist employed for 1 day a week to support the introduction of WELLCOMM, continue to develop TOTT and provide revised therapy plans for key children. | Relevant staff will be trained to be available at all times for child in year 5 and a child in Reception who have physical disabilities.<br><br>Key staff trained in assessing children using WELLCOMM, planning and delivering interventions. Staff to continue to develop the use of TOTT intervention with support from SALT. Up to date advice in place for key children. | From Sept 2016 on-going when needed<br><br>Sept 2016 for one year – then revise needs of the school and financial aspects March 2017 regarding following years. | Training in place<br><br>Children with speech and language difficulties make accelerated progress, through the delivery of targeted intervention programmes.   |                             |
| <b>Target:<br/>Curriculum :</b>   | <b>Strategy</b>  | <b>Outcome</b>  | <b>Timescale</b>  | <b>Achievement</b>   | <b>Progress<br/>2016/17</b> |
| Ensure all areas of the curriculum can be accessed by children with physical disabilities.  | Follow external advice regarding individual children and areas of the curriculum.  | All areas of the curriculum are taught within a suitable teaching area. Any child with a  | September 2016 on-going – training for staff as required.   | Training each year re PE for children with disability. Training where needed for staff in place.   |                             |

|   |   |  |   |  |                                    |
|---|---|--|---|--|------------------------------------|
| <p>Providing effective differentiation for children with SEND.</p> <p>Continued promotion of individuals with disabilities across the school – inclusive environment.</p>                     | <p>Co-ordinators to ensure there is inclusion within their subject.</p> <p>Classrooms to be adapted for teaching where needed.</p> <p>Sharing of good practise regarding planning.</p> <p>Observations, feedback, work scrutiny and monitoring of planning, children's work.</p> <p>Posters, resources, assemblies.</p> | <p>difficulty is taught within suitable teaching areas and as close to toilet facilities and communal areas as required.</p> <p>Timetables, observations, planning and evaluations to show full access and differentiation. Greater awareness of disability.</p> | <p>Each year as required.</p> <p>Each year to be updated if needed.</p> | <p>Work scrutiny / observations show clear differentiation re Disadvantaged and more able disadvantaged groups.</p>                                    |                                    |
| <p>Ensure children or staff who use wheelchair or walking frame have access to a fully accessible toilet in KS1</p>   | <p>Fully accessible toilet available in key stage 1</p>   | <p>Children and staff who use a wheelchair or walking frame will have access to a fully accessible toilet in KS1</p>   | <p>September 2016 and on-going regarding to areas in school</p>         | <p>Disabled toilet facilities in KS1 are accessible to all – staff and children.</p>   |                                    |
| <p>At transition time review the facilities in place and any requirements for pupils and staff with physical disabilities</p>   | <p>Review the access to all areas of the school when planning classrooms for September 2017</p>   | <p>All year groups- access from classrooms. Toilet facilities to be accessible for all children and adults.</p>  | <p>March 2017 then spring term each year.</p>                           | <p>Children and staff with physical disabilities will have access from classrooms. Toilet facilities to be accessible for all children and adults.</p> |                                    |
| <p>Raise attainment for all groups of children: SEN, EAL children, genders, more able and Free-School Meals children, EMAS, disadvantaged and high attaining disadvantaged. (SIP 2016/17)</p> | <p>Data analysis, progress meetings, drop ins, learning walks, observations, planning and book scrutiny.</p>  | <p>Attainment and progress increased for identified groups. The gap diminishing between identified groups and their comparison group.</p>  | <p>End of each year – July data.</p>                                    | <p>Attainment and progress increased for identified groups. The gap diminishing between identified groups and their comparison.</p>                    |                                    |
| <p><b>Target:<br/>SMSC promoting<br/>British Values:</b></p>  | <p><b>Strategy</b></p>  | <p><b>Outcome</b></p>  | <p><b>Timescale</b></p>   | <p><b>Achievement</b></p>  | <p><b>Progress<br/>2016/17</b></p> |
| <p>Development of Oughton's values based education to promote equality. (SIP 2016/17 and</p>  | <p>PHSCE subject leader to work with SLT to update current Values within</p>  | <p>An updated Spiritual, Moral, Cultural and Social programme to</p>   | <p>January 2017 to be introduced and underway</p>                       | <p>Staff promoting values, British Values and SMSC across the curriculum.</p>  |                                    |

|                                   |   |   |                     |   |  |
|-----------------------------------|---|---|---------------------|---|--|
| <p>PHSCE Action Plan 2016/17)</p> | <p>school, using Jigsaw programme.</p> <p>Introduce the Jigsaw programme to pupils, staff and Parents via assemblies, meetings and newsletter.</p> <p>Key focus throughout the school each half term.</p> | <p>be in place for the year to promote equality and the British Values.</p> | <p>spring 2017.</p> | <p>All pupils follow the values at Oughton.</p> <p>Parents to have an understanding of the PHSCE programme within school and support such values.</p> |  |
|-----------------------------------|---|---|---------------------|---|--|