

**Harefield Junior School**

**Equality Scheme**

**DATE January 2016- January 2019**

# HAREFIELD JUNIOR SCHOOL

## Equality Plan

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*This scheme should be read alongside Harefield Junior School Raising Achievement Plan/ Inclusion Plan / Special Needs Policy / EAL policy / G&T policy and Anti-bullying policy.*

### 1. Mission statement

*Our School is here:-*

*To enable our children to achieve their very highest educational and personal potential*

*To encourage them to be independent learners*

*To prepare them to contribute as members of a diverse multicultural community.*

At Harefield Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Harefield Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### 2. Mainstreaming equality into policy and practice

As well as the specific action plan (equality and accessibility) set out beneath this 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

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 Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. Equal Opportunities for Staff**

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 are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### **Employer duties**

As an employer we strive 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 when allocating Teaching and Learning Responsibilities (TLR) 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).

The action plan at the end of this scheme outlines the actions Harefield Junior 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.

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 race equality;
- Assess the impact of our policies and action plans, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from minority ethnic groups;

#### 4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and the Accessibility Plan that follows this scheme.

##### 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 as part of this scheme our disability equality goals and actions to meet them;
- Prepare and publish as part of this scheme an Accessibility Plan to increase access to education for disabled pupils in the three areas of:
  - Increasing the extent to which disabled pupils can participate in the school **curriculum**;
  - Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - Improving the delivery to disabled pupils of **information** which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

#### **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 as part of this scheme an Equality Plan which covers 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.

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.

### **5. Consultation and involvement**

It is a requirement that the development of this scheme 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 parent focus group.
- Discussion at SLT meetings.
- Staff meetings / INSET;
- Feedback from the school council, whole school surveys on children's attitudes to self and school.
- Discussions at annual reviews.
- Feedback at Governing body meetings.

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

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

The governing body has set out its commitment to equal opportunities in this scheme 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.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors 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.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the headteacher (and senior leader responsible for Equalities)**

It is the headteacher's role to implement the school's Equality Scheme and Action Plans and he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Scheme and Action Plans, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes 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.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Scheme and Action Plans.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers 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.

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, phase leader and deputy and headteacher where necessary. Incidents are reported to the headteacher where appropriate and racist incidents are reported to the governing body 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**

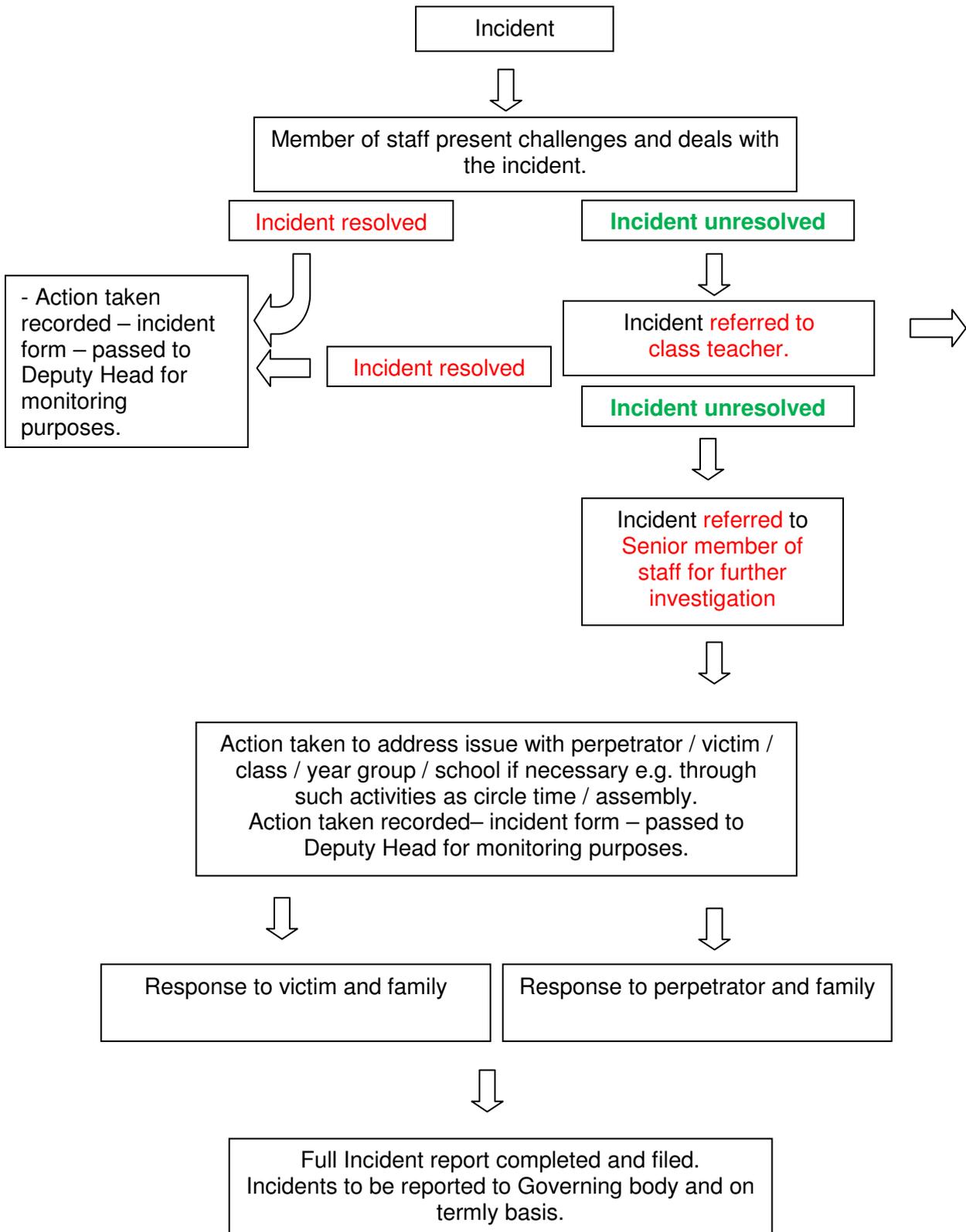
Types of discriminatory incidents that can occur are:

- 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 e.g. 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, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



## **8. Review of progress and impact**

The Equality Plan has been agreed by our Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality and Accessibility Plans annually and review the entire scheme and accompanying action plans 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 our Equality Scheme, Equality and Accessibility Plan, we will:

Publish our plan on the school website;

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;

Make copies available in alternative formats where requested.

Make sure hard copies are available from the school office.

## **10. Action Plans**

(see following pages)

**Signed:**

**Date: January 2012**

**Reviewed: January 2016**

**Next Review date: January 2019**

## EQUALITY PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan. This Action Plan should be cross referenced with the Raising Achievement Plan and other policies and documents as set out at the beginning of the Single Equality Scheme.

<b>Equality Strands</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Early success indicators</b>
All	Publish and promote the Single Equality Scheme and plans through the Parents Focus Group, the school website, newsletter and staff meetings.	Question about parent awareness of the Single Equality Scheme in the annual survey?	Headteacher / Deputy Head / Governor for Vulnerable Children	Jan 2012 – throughout the Spring Term	All staff familiar with the principles of the Single Equality Scheme and Plans and use them when planning lessons, creating class room displays and dealings with individuals.  Parents are aware of the Single Equality Scheme and Plans
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability – additional support in place at Wave 2 / Wave 3.	Deputy Head - Assessment Coordinator / Inclusion Manager / Phase Leaders	PPMs Feb / July	Analysis of teacher assessments / annual data - demonstrates the gap is narrowing for equality groups.
All	Ensure that through the curriculum and assemblies role models and heroes that young people positively identify with are promoted. These will reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Phase Leaders / Subject Co ordinators / Class teachers.	ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes and ensure representation on the programmes fully reflects the school population in terms of disability, race and gender.	Gifted and Talented register monitored by race, gender and disability. Access to GT activities monitored for equality of race, gender and disability.	Lead teacher for G&T	From Sept 911	Analysis of the Gifted and Talented register indicates it is reflective of the school's diversity.
All	Ensure that displays in classrooms/corridors promote diversity in terms of race, gender and disability. (include different languages).	Increase in pupil participation, confidence and positive identity.	Class teachers	ongoing	More diversity reflected in school displays across all year groups
All	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, class assemblies, fund raising etc.	School council representation monitored/ participation in assembly and class additional activities monitored by race, gender, disability	Member of staff leading on school council / class teachers	ongoing	Diversity in school council membership / participation in additional school

<b>Equality Strands</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Early success indicators</b>
					activities.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Single Equality Scheme. Report the figures to the Governing body termly	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Report: Dec April July	Teaching staff are aware of procedure and respond to racist incidents
Comm-unity cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. pupils study Judaism as an alternative faith in R.E.	Discussions with children in class / assemblies. Planning and children's monitored to ensure they reflect cultural events.	RE co-ordinator / class teachers.	Ongoing	Increased awareness of a different faith community.
Comm-unity cohesion	Develop links with another faith school – through Shared Futures Programme (Guru Nanak School).	Analysis of assessments made by Shared Futures representatives at the start and end of the programme. Discussions with children in Year 5.	Shared Futures representatives	Sept 11 – July 12	Increased awareness of different culture / community and faith. Development of relationships with pupils from Guru Nanak.

## ACCESSIBILITY PLAN

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
<p>Increasing the extent to which disabled pupils can participate in the school curriculum.</p>	<p>Increase access to assisted technology / technology packages to support learning.</p> <p>Continued programme of staff training e.g. sign along, autism and manual handling. Key staff to disseminate training in school.</p> <p>Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs, use a variety of learning styles and are differentiated appropriately</p> <p>Alternative arrangements made to facilitate trips and extracurricular activities e.g. transport and staffing to ensure that all pupils can participate in these activities.</p>	<p>Identification of additional equipment / packages required. Purchase of required equipment. Evaluation of technology used by individuals and groups.</p> <p>Audit of staff training / needs. Programme of training identified. Training cycle implemented – evidence in observations / Learning Walks of implementation of training.</p> <p>Learning walks / classroom observations – focus on learning styles / strategies and differentiation.</p> <p>Participation in trips and extracurricular activities for all children.</p>	<p>Deputy head / Inclusion Manager/ ICT leader</p> <p>Deputy head / Inclusion Manager/ all staff.</p> <p>Deputy head / Inclusion Manager/ Phase Leaders / all staff.</p> <p>Class teachers / Inclusion Manager</p>	<p>Sept 11 ongoing</p>	<p>Improved access to the curriculum for targeted individuals / groups.</p> <p>Increase in staff knowledge/understanding about various disabilities. Staff are increasingly able to meet the needs of children through implementation of strategies to support curriculum participation and monitoring of pupil progress.</p> <p>School visits are accessible to all pupils regardless of attainment or impairment.</p>

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Target / Increase the use of visual materials and signage in classrooms and around school.	Learning walks and observations with a focus on the classroom environment.	Class teachers	Sept 11 ongoing	Class rooms / key areas of the school have clear visual signage – pupils being directed to signage and responding to the increase in visual support.
Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.	Transition Booklets produced for all pupils with Statements of SEN / significant needs at key times of change.  Increase visual materials / Social Stories and additional resources to support communication and learning.	Increase visual support materials available on school network (SEN). Materials used by class teachers and TAs to support transitions / manage behaviour and aid learning.	Headteacher ensures that materials are available on the network / all staff responsible for implementing as appropriate.	Sept 11 ongoing	Improvement in Pupils ability to cope with and adaptability to change and new situations.

# Check list for school staff and governors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, 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 such as Black History Month, Deaf Awareness Week and One World Week 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?