

Equality Plan 2017-2019

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

Melanie Walker

Tel:01256 764487

Email: office@hook-inf.hants.sch.uk

If you have any comments about our Scheme please contact us.

Hook Infant School Equality Plan

1. Introduction

- **We welcome the equality duties on schools, and regard these as essential to achieve the themes previously outlined in the Every Child Matters framework. We believe that all pupils and members of staff should have the opportunity to fulfil their potential regardless of race, gender, disability, faith or socio-economic background. We are committed to creating a school community that recognises and celebrates differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of the school.**
- **We recognise that equality will only be achieved by the whole school community working together- our learners, staff, governors and parents in particular. Throughout this Scheme, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.**
- **This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.**

2. Mission Statement

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

3. Meeting our duties.

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we 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

Racist incidents are reported in accordance with the Hampshire Children's Services guidelines to them. Verbal, physical, acts of non cooperation are all reportable as are acts of graffiti. The reporting procedure details the resolution that has been reached to the problem and also identifies agencies that have been involved in reaching this resolution.

Disability equality

This section should be read in conjunction with the school's SEN policy and Accessibility Plan.

The general duty to promote disability equality is owed to all disabled people which means that 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 we have strategically over the next five years 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 this the school has a duty to make reasonable adjustments.

Gender equality

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

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

Transgender

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.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups.

Age, sexual orientation, religion and belief

We must ensure that we don't discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

4. Data about our school population.

There are currently 292 children in our school (March 2012) with 151 boys and 141 girls.

- 4.5% (13) receive Free School Meals
- 7% (21) have identified that they are from an ethnic minority group.
- 4.5% (13) have a first language believed not to be English
- 49 (16.5%) have special educational needs as identified at any stage of the SEN code of practice

Statement of special educational need- 2 children
School action- 33 children
School action plus 14 children
Total number of children with SEN without statement- 47
Total SEN 49

- 1 child is part of a service family

Information from the School Census Spring 2012.

Hindu, Muslim, Sikh and Christian faiths are all represented in the school. A fairground traveller's site is in the catchment area and children from a neighbouring traveller site also choose to enrol here. We currently have three designated traveller children attending. We have one child on the Child Protection register. The Education Welfare officer is involved with one family this year.

Staff:

We have 47 members of staff. As is common in the majority on infant schools, males are under represented with only two males within the staff group. Four members of staff (8.5%) describe themselves as from ethnic minority groups.

5. Mainstreaming equality into policy and practice

As well as the specific actions 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.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hook Infant School. 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 need 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 particularly 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.
- **The school has procedures to resolve grievances and for handling complaints of discrimination, harassment and bullying at work.**

6. Collecting and analysing equality information for pupil at Hook Infant School.

We collect and analyse the following equality information for our pupils.

- The performance of boys and girls in both national tests and assessments.
- The progress of children with statement is reviewed through the annual statement review process.
- Children with special educational needs are supported through the annual statement review process and termly PP reviews
- The performance of children with EAL is monitored through internal Cohort tracking and Raise online reports and their success in national and school based tests and assessments.
- Constant monitoring of attendance with support from the attendance service.
- Involvement in clubs and extra curricular activities
- Performance and progress of more able and talented children is tracked.

We have identified the following issues from this information- gathering exercise

- Our low income families find the cost of extra curricular activities prohibitive- the use of pupil premium to meet this cost is to be introduced.
- Two children with disabled parents have been regularly getting marked as 'late' due to their parent's practical difficulties with getting their child to school on time- this will be reviewed with the Education welfare Officer to explore flexibility.
- The inappropriate use of parking on site for disabled (blue badge holders). This impacts in particular for those children with disabled parents.

These actions will be priorities over the three year life span of our scheme and have been included in our Action Plan.

7. Collecting and analyzing equality information for employment and governance at Hook Infant School

Hook Infant School is committed to providing a working environment free from discrimination, victimisation and harassment.

Hook Infant School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyze the following profile information for our staff.

Data is held in accordance with the Freedom of Information Act 2000 and the Data Protection Act 2008. Analysis of staff data would be carried out by a member of the school's senior management team only.

We have identified the following issues from this information gathering process

- Governing body profile is not collected
- Most staff are female. Ensuring that the best staff work with the children is paramount. We seek to provide children with positive male role models through participation and involvement of men in school.

Actions to address issues have been prioritised over the three year life span of our scheme and have been included in our Action Plan.

8. Consultation and involving people

We involved staff, governors, and parents from a range of ethnic backgrounds and who have children with special educational needs in creating the Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups could be incorporated in the development of this Scheme and action plan.

What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes

Race equality- no racist incidents have been recorded in school. Staff are suitably trained to know how to identify these. Where incidents occur clear procedures are in place to report these to senior staff so that they can be pursued.

Disability equality- Reasonable adjustments have been made to school sports days, trips, plays and other enrichment activities to allow full participation. Specialist furniture is used in classes where appropriate.

Gender equality- An analysis of data showed boy's attainment in writing was lower than girls. Through lesson observation we analysed teaching styles to see whether the boys were being disadvantaged. As a result changes have been made to the curriculum for example when Fairy Tales are taught these are introduced as Dragons, Knights and Princesses.

Race, disability, gender equality- School and activity providers welcome children with physical/ learning disabilities to before and after school clubs. The school ensures that no external activity providers show discrimination.

Socio- economic background- those families that do not have easy access to technology are provided with paper copies of newsletters and information

Socio- economic background- where significant financial difficulties are demonstrated children can be provided with breakfast on arrival at school to maximise their learning potential for the day. Items of uniform clothing have also been provided when required.

Community Cohesion-

We have a community cohesion plan. The school is involved with the local community in many ways including visits within the local community.

Accessibility plan- this plan needs to be reviewed and incorporated into our Single Equality Scheme. We have a disabled toilet with grab rails and changing bench on site. The site is wheelchair accessible and mainly all one level.

9. Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure that they are genuinely accessible and meet the needs of our pupils, staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

Impact assessments

We will undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various section of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we will then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies is planned and an ongoing rolling programme of impact assessment for all our policies and procedures will be introduced.

10. Other school policies

We have used our existing school policies to inform our single Equality Scheme:

These include:

- School improvement plan
- SEN policy
- Accessibility plan
- Race equality policy
- Behaviour policy (including anti-bullying)
- Accessibility plan
- Disability equality scheme.

- **11. Roles and Responsibilities**

-

- **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan 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**

- It is the headteacher's role to implement the school's Equality Plan and s/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 Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, 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 Equality Plan.
- 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 ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

12. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

The school proactively promotes an inclusive and non-biased culture among parents

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 / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority 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’.

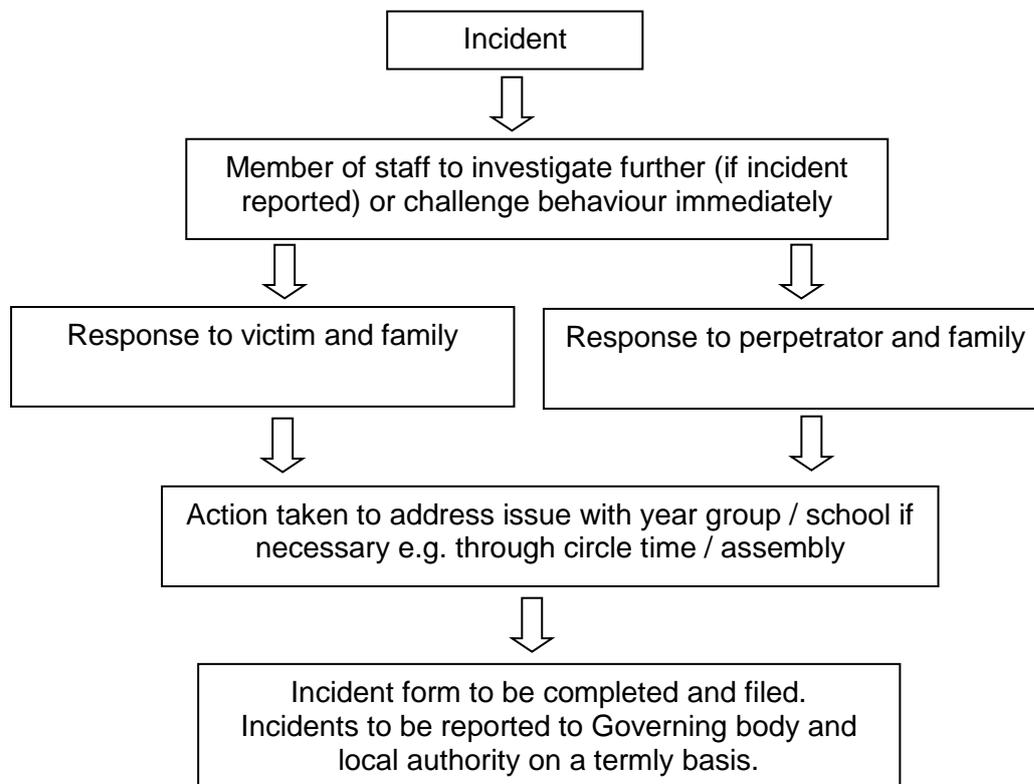
Types of discriminatory incident

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.



13. Review of progress and impact

The Plan has been agreed by our Governing Body. We have 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 and review the entire plan and accompanying action plan 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.

14. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, 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 sure hard copies are available.

Signed:

Date:

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	MUST BE INCLUDED Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in governor's parental annual survey and parent's understanding of their role?	Headteacher / designated member of staff	30.3.12 to be published on website	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	To review all policies using equality impact assessment tool	All policies	Headteacher and governing body	As part of an ongoing process starting April 2012	Five policies to have been reviewed using these tools .Where negative impacts are identified steps have been taken to deal with these.
All	Staff, pupils, parents and carers will be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.	Scheme continues to reflect the needs of the wider community	Headteacher/ Governing board	ongoing	
All	To ensure low income families, (as identified by pupil premium) have access to extra curricular activities pupil premium funding will be allocated in this area. Parents will be made aware of this arrangement through newsletters.	Data analyzed annually by the head teacher and school business manager	Headteacher	April 2012- April 2013	Increased participation in after school groups by children from low income families.
All	Children to have awareness of UNICEF Rights of the Child	Through pupil conferencing	SMT	ongoing	Children demonstrate increased awareness of RRR.
All	Data collection on governing body to be adopted and analysed	Governors to be more representative of the wider	Headteacher/ chair of	ongoing	Applications from disabled candidates

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
		community	governors		or those from ethnic backgrounds will be encouraged by ensuring that all groups are actively encouraged with adjustments to promotional information being provided as appropriate.
Race Equality Duty	MUST BE INCLUDED Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	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	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Disability	To discuss flexibility of attendance recording (early/ late) for those children with disabled parents	Improved record of attendance fro these children	Headteacher through discussion with EWO	Jan 2012	Improved records of attendance
Disability	To continue to raise awareness of disabled parking spaces being allocated as such to reduce misuse.	Less incidences of spaces being used inappropriately	Headteacher	ongoing	Disabled parents report easier ability to park
Gender	To continue to actively seek positive male role models within the school environment	Increased male presence within the school	Headteacher/ SMT/ governing body	ongoing	Additional males within school environment working alongside children

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
					and teachers.

