

Equality Policy

SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ



Written	Jonathan Budd & Zoe Baines	November 2016
Adopted	Full Governors	November 2016
Amended	To include Accessibility Plan as appendix	January 2017
Amendments agreed	Governing Body FPP Committee	01/02/17
Reviewed	Jonathan Budd	July 2019

Introduction

The policy outlines the commitment of the Staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes, so that there is equality of access, and the diversity within the school community is celebrated and valued.

We believe that equality at Slated Row should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Slated Row School, equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Appendix – Accessibility Plan

Monitoring and Review

The staff members responsible for co-ordinating the monitoring and evaluation are the Headteacher and Business Manager. They will be responsible for providing updates on equalities legislation and the school's responsibilities in this regard, working closely with the Governing Body. In addition they will be supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, disability, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to be good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Promoting Equality: The ethos and culture of the school

- At Slated Row, we are aware that those involved in the leadership and management of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The pupils are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes into account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through the School Council.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Slated Row School aims to work in partnership with parents/carers, through;

- Taking action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintaining good channels of communication, (through parent evenings, forums, parent governors), to ensure parents' views are heard and inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership Team has responsibility for:

- Providing leadership and vision in respect of equality; in partnership with the Governing Body;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support where necessary;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.



Accessibility Plan

Introduction

Updated by: Mr Jonathan Budd

Role: Headteacher

Date: February 2016

At Slated Row we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled pupils can participate in the school's curriculum;
- Improving the physical environment of the school;
- Improving the delivery of information to pupils and parents. (Information will be made accessible to all through the use of signs, symbols and other languages so no pupil or parent will be disadvantaged).

Evaluation

Through work since the plan started in 2004, including recent works has meant all pupils have full access to the school's curriculum, the building is physically accessible to all and all information provided endeavours to ensure that no pupil or parent is disadvantaged. This updated plan identifies further activities to support the school's accessibility.

The plan is now less of an independent strategy and is taken into account becoming more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management;
- Curriculum;
- Information technology support services;
- Staff training and associated services.

Slated Row School – Accessibility Plan

- Updated by: Mr Jonathan Budd
- Role: Headteacher
- Date: January 2017

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Curriculum Access

TARGETS	ACTIVITY	WHO	TIME	SUCCESS CRITERIA
Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils	<p>Multi-agency approach to match provision to pupil's Education, Health & Care Plans</p> <p>Complete training – see Teaching Report</p> <p>Buy/create additional resources as required</p>	Headteacher & SEND Governor	On going	<p>Pupils differing needs met</p> <p>Improved staff confidence, expertise and ability to deliver activities to meet pupils needs</p>

Physical Accessibility

TARGETS	ACTIVITY	WHO	TIME	SUCCESS CRITERIA
Further develop the physical accessibility for wheelchair users	<p>Main doors in and out of school to be push operated.</p> <p>Move door from start of narrow corridor around the corner where the corridor is wider</p>	Business Manager & Site Manager	October 2017	Independent wheelchair users able to independently transition through school
Ensure that all people with a disability can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children	Class Staff	Annually	All disabled children and staff working with them are safe and confident in event of an evacuation

Provision of Information

TARGETS	ACTIVITY	WHO	TIME	SUCCESS CRITERIA
<p>Increase the percentage of worksheets that include symbols for pupils who struggle to read</p>	<p>Purchase 'In Print' symbol processor for all staff to replace Board Maker only available on a small number of machines</p> <p>Training for staff to use programme</p> <p>Sample worksheets (July 2017)</p>	<p>Lead SaLT & Business Manager</p>	<p>February 2017</p>	<p>Everyone can understand signage and find way around school</p> <p>Children clear about timetable and secure about what is happening</p>
<p>Increase staff confidence to sign to pupils</p> <p>Ensure new staff are able to communicate with all pupils</p>	<p>Further signing course for all staff</p> <p>Train members of staff to be Sign-a-long trainers</p>	<p>Lead SaLT</p>	<p>July 2016</p>	<p>Staff more confident to use signing to support communication</p>

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