

Chandag Infant School

Single Equalities Policy Updated July 2016, for review July 2019

Introduction:

At Chandag Infant School we believe that individuals are equal and should be treated as such regardless of age, gender, disability, race, religion and belief and sexual orientation. We gained the Inclusion Quality Mark in March 2013.

Legal framework:

Refer to **dfes The Equality Act 2010 and schools (May 2014)**.

We recognise our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law.

School context:

Children

The school has 181 pupils and is situated in a mixed socio-economic area with children travelling from Bristol and other areas within Keynsham to come to the school. The school population is predominantly white with children having parents of different European nationalities. There is an increasing population of children from China attending our school. There are a small number of children of dual heritage.

Staff

The school has 8 teaching staff, 7 Teaching Assistants, 7 SMSAs, a Business Manager and administrative assistant and a caretaker. We are not aware of any disabilities on the staff or of the sexual orientation of our staff. Teaching staff are white and the majority are female with one male Teaching Assistant and SMSA. All have English as a first language. The caretaker is white and male. All religious beliefs and those with no religious beliefs are respected within the school.

Training for staff

The Inclusion Co-ordinator has been working closely with a KickStart Enterprise consultant since January 2013, with most of the work on Ethnic minority issues. An annual audit is carried out and identified actions are shared with all teaching staff in staff training. Our EMAS advisor Dot Lee has run staff training on curriculum and planning.

To work with other professionals from outside agencies eg ASDSS whole staff Tier 1 ASD Training.

A TA has been working closely with the Inclusion Co-ordinator throughout 2015-16 to support individual children's EAL Action Plans.

The EYFS Leader is acting on advice re data collection for the September EYFS intake.

Involvement of staff, pupils and parents:

An equalities governor, Claire Langley, was appointed in 2015.

The scheme will be discussed at governor's meetings.

Staff were consulted in staff meetings Term 5 2015-16

Due to the young age of the children, it is felt that there will need to be some instruction with regard to equalities before they children can pass comment on issues.

Consultations were held with staff and governors at each stage.

A parent/carer survey is done annually in March.

A staff questionnaire is done annually in May.

Complaints and incidents of race, sex, disability discrimination or homophobic bullying).

We have an anti-bullying policy and pro-active management of behaviour issues at the school. We take part in anti-bullying week annually and make it a focus for a whole school assembly. The Headteacher keeps a record of any bullying incidents and keeps it in the behaviour file.

Any racist comments are recorded and addressed with the children involved and their parents. and the LA is notified. Although there have been no further incidents since an isolated incident in Autumn 2015, SARI have been invited to come into school to do a whole school assembly and a workshop in one particular class.

Accessibility

A disabled toilet and shower were installed in 2012. The external classroom has disabled access and the temporary rooms installed in 2014 have disabled access and a disabled toilet.

We work with the Sensory Support Service in Bristol for Visual and Hearing Accessibility.

Protected Characteristics:

The following characteristics are protected under the Equality Act 2010

Age :

We recognise that age can bring a different dimension to the life of our school and we welcome all regardless of age to come and join in our school community. Appointments and promotions are made based on ability. Age is not a factor.

We have looked outside the school to consider how we can engage with older members of the community and have gone to a local elderly residents home to sing at Christmas and Harvest times.

Retired male and female volunteers come into school regularly to read with YR children as part of the Bookbugs scheme.

We maintain strong links with the 3-2-4 playgroup and Wellsway School on our site.

Race :

We recognise that recognition and embracing different cultures can bring wonderful opportunities for the children in our school. We believe in celebrating the cultures we have at our school.

Racism is tackled in assemblies and circle time and in dealing with individual incidents

Multicultural stories are read in class and assembly

Open discussion of different races and cultures in class and assemblies and celebrating differences.

Maps in the school to demonstrate and celebrate the different heritages of the children in our school.

BaNES process for reporting racist incidents

Children from ethnic minorities are monitored for achievement.

More dual language books have been purchased

staff have had training on awareness of the learning environment reflecting BME, equality and diversity

EAL and BME pupils are represented and have a voice on the School Council

The school is audited for the BME environment

Parents who have particular language skills are encouraged to come and help in our 'celebration of culture' days and/or to share stories and songs in their child's class as part of our Language of the Term activities.

An interpreter is booked for a meeting with parents with limited English.

To include Race equality in the curriculum

To continue to celebrate a language each term that is spoken by one or more of our pupils and/or their family (initiated in 2014)

To continue to raise awareness of the BME environment

Priorities

Continue to track vulnerable groups including BME and ensure the achievement of children from ethnic minorities

maintain raised awareness of our school's BME environment to reflect equality and diversity

To embed BME, EAL and all equality issues in curriculum planning

Continue to reflect on the quality and diversity of the resources used

Teaching, learning and curriculum

The Respect curriculum – making respecting each other implicit in all we do.

Expanded resources eg dual language books

Representation on the School Council

Equality and excellence

Children's progress is tracked and those not making progress are targeted for extra support

The school supports children for whom English is a second language, eg through an EAL Action Plan.

The school uses the New to English Framework for those children arriving at

our school with little English.

PTA is open to all parents and those who it is felt are less likely to put themselves forward are targeted by the class representatives.

An annual questionnaire is given to parents, discussed at SLT and a written response is given.

Staff's views are sought through an annual questionnaire.

Religious Belief:

All religions are valued and respected

Different aspects of religions are celebrated **within** over the 3 year within the RE curriculum and in assemblies eg Divali, Islam, Hindusim, Judaism and Christianity..

Disability:

Definition of disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months. Therefore individuals who have impairments such as epilepsy, ADHD, autistic spectrum disorders, or speech and language disorders, are classed as disabled.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

If we are aware that a parent has a disability we work with the parents to minimise the impact on the child eg contacting carers associations, pictorial timetables for those with language difficulties.

Disabled pupils

There is access to all areas of the school

We will provide information and learning material in the format most accessible to the pupil.

We seek training to best support our pupils with disabilities.

We work with outside agencies as appropriate to meet the needs of the pupils eg Sirona Speech and Language in Partnership (SLIP), ASDSS, and the Sensory Support Service. Trips and visits are planned to ensure that they are accessible to all members of our school community. Extra provision is made for those children who are disabled to be included.

Extra staff are deployed to ensure children who may have a disability have positive playtimes

Extended school activities are open to all and extra staff can be employed as necessary to ensure all children can participate.

A Visual Audit has been carried out with the Sensory Support Service and identified actions done to improve Visual accessibility.

Children are supported and encouraged to raise money for the local Mencap group eg through running a toy sale.

Pupils with disabilities' voice is represented on the School Council

Teach current pupils about Paralympics and invite Paralympian Ben Rushgrove as part of our Torch Relay celebrations.

Curriculum

Assemblies are held with regard to disabilities

Visitors are invited to our school eg from BaNES Council

Links have been made with Homeavon elderly person's home

Activities are held eg sports activities from outside providers and Young Sports Leaders from Wellsway Academy and all children are enabled to participate

Specific **priorities** in the 3 year life span of the Scheme, to further promote disability equality.

Gender and sex:

All children are encouraged to take part in all activities

Activities are not promoted as being gender specific

Gender gaps in attainment are being monitored and are a focus in the SDP

Visitors eg female Army Officer are invited into school eg as part of a Jobs People Do topic

Bookbugs volunteers (retired men and women) visit YR regularly to encourage boys reading

Sexual orientation and gender reassignment:

It is recognised that 1 in 10 children in an infant school may not have a 'fixed gender' identity. In the average class this therefore could relate to 3 children.

Concerns from parents with regard to how others may view their child's behaviour with regard to their gender are dealt with sensitively with a positive anti discriminatory viewpoint.

Sexual orientation will be included in the curriculum in the form of explicitly discussing different types of families eg in EYFS My Family topic eg through the 2 Homes book; the Stonewall Different Families, Same Love poster. Photographs of both parents and homes are displayed if a child is from a split family.

The rainbow image is celebrated and prominent eg Rainbow Room

International Day against Homophobia, Biphobia and Transphobia (DAHOBIT) day is celebrated annually through a whole school assembly celebrating difference and diversity, and follow-up activities in class eg sharing books such as King and King and taking Be Your Selfies. Photos are sent to BaNES for their combined human rainbow display.

Marriage and Civil Partnership:

Different family structures are discussed as part of families topic work. Marriage and civil partnership protected characteristic applies to staff and parents/carers but is not part of the school provision related to our young pupils.

Pregnancy and Maternity:

As ours is an Infant School this would apply only to staff. Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave

Publishing the Scheme

The scheme will be published on the website and will be sent via Parentmail to all stakeholders.

Links with other school policies:

This Equalities policy relates to all aspects of school life, both inside and outside the classroom. It should be read alongside our Anti-bullying policy and the Annual Kickstart Audit and Review documents.

Roles and responsibilities:

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

promote an inclusive and collaborative ethos in their classroom
deal with any prejudice-related incidents that may occur
identify and challenge bias and stereotyping in the curriculum

Monitoring and evaluating the Single Equalities Policy & Action Plan:

The report will be reviewed with staff and governors and will be shared with stakeholders in the school. Action Plan is held on file as a separate document.

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Actions to be addressed over the next 3 years:

Objective	Protected Characteristic	People Responsible	Actions/Evidence	Timescale
1. To ensure that teaching of the school's curriculum and resources reflect diversity and build on pupils' experience and understanding of the world.	All Protected Characteristics	All teaching staff SLT	Learning environment. Newsletters. School website. Kickstart Action Plan and Annual Reviews. Monitoring of Curriculum Remodelling.	Ongoing 2016, 17
2. To ensure that all shared areas and all classrooms are visually accessible.	Disability (Visual Impairment)	SENDCo, Caretaker, Sensory Support Service, All teaching staff.	Annual Audit. EYFS Admissions forms.	Annually for each new school year
3. To raise the profile of positive role models, challenge stereotypes and gender discrimination within the curriculum eg achievements and career opportunities available to men and women.	Gender. Sexual orientation.	All teaching staff, Subject Leaders, Inclusion Leader, Headteacher, Admin. staff.	Monitoring of visitors into school and speakers at Assemblies. Continue to develop links with BaNES LGBT and Staff Group and Challenging Homophobia and Transphobia Steering Group. Actively seek visitors/parents from BME and other protected characteristics to share their expertise. Monitoring of role models in the curriculum (shown in Curriculum Remodelled Plans in Green). IDAHOBIT Assembly and work done in classes after this eg Be your Selfies.	ongoing