

EQUALITY STATEMENT

(Reviewed January 2017)

ST.ANDREW'S C.E INFANTS' SCHOOL

Statement of purpose

In accordance with our school values, we at St Andrews's pledge to respect the equal human rights of all our pupils, and to educate them about equality.

We will also respect the equal rights of our staff and other members of the school community.

In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

We will protect our school community from harassment or victimization on the grounds of disability, race, gender, religion or beliefs and sexual orientation.

Schools need to have a Race Equality Policy, Disability Equality Scheme and Gender Equality Scheme. This scheme and the accompanying action plans sets out how the governing body will meet the equality requirements linked to race, disability, gender, age, religion and sexual orientation.

Race

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- + Eliminate unlawful discrimination
- + Promote equality of opportunity
- + Promote good relations between people of different racial groups

To meet this requirement the School and governing body will

- ✚ Produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- ✚ Assess and monitor the impact of race equality policies on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups.
- ✚ Record racist incidents and report them to local authority on a regular basis

The school will use the format, process and frequency of reporting as required by local authority.

Gender

Duties under the Equality Act 2010 require the governing body to:

- ✚ Eliminate unlawful discrimination and harassment on the grounds of sex
- ✚ Promote equality of opportunity between women and men

From 6 April 2010, the Equality Act 2010 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfill the general and specific duties. The Governing body will revise and review the plan every 3 years and report progress annually.

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

Religion or Belief and Sexual orientation

Duties under the Equality Act 2010 require the governing body to:

- ✚ Eliminate unlawful discrimination and harassment on the grounds of sexual orientation
- ✚ Eliminate unlawful discrimination and harassment on the grounds of religion or belief

There are no specific duties or requirements on schools to publish a Scheme relating to religion, beliefs or sexual orientation.

Disability

The duty to promote Disability Equality , or the general duty (of the DDA 2005) requires all schools , when carrying out their function to have due regard to the need to :

- ✚ Promote equality of opportunity between disabled people and others
- ✚ Eliminate unlawful discrimination
- ✚ Eliminate disability harassment
- ✚ To promote positive attitudes towards disabled people
- ✚ Encourage disabled people's participation in public life
- ✚ Take steps to take into account people's disabilities even where that involves more favourable treatment

And to publish a Disability Equality scheme showing how the school intends to fulfill the general and specific duties. The Governing body will revise and review the plan every 3 years and report progress annually

Our School

St Andrew's CE Infant School was founded in 1894 and is a co-educational Church of England controlled school for children 4-7 years of age. There are 10 classes and on 301 roll. The school is situated in a residential area in Eastbourne close to sea, local shops, park and swimming pool.

The Victorian building consisted of two separate buildings until 25 years ago when the library was built to join both buildings.

The plain Victorian playground has been designed to cater for various play activities. Trees, plants, grass and flowers make a visually attractive environment. Current playground markings stimulate children's play and promote inclusive playtime activities. The trim trail, using the Health Improvement Grant will promote a range of gross motor skills, general fitness and well being as well as encouraging our children's social development.

There are three Foundation Stage classrooms. Two of which are in the main building which are all situated on one level therefore can be accessed easily. And a third classroom in a mobile classroom. A disabled toilet has been installed as well as care suite and the school has a changing rota for staff that are responsible for changing children when necessary. There are two downstairs classrooms, two Year 1 classroom and one Year2, which enables access by all.

A door exiting the library has been widened to allow all children to leave the building safely and independently.

The entrance of the school building can be accessed by a child with an adult. The entrance button is situated to allow disabled staff and parents to enter the building.

At the heart of the school are positive relationships. The respect staff children, parents and governors have for each

other engenders a community that has energy and commitment. Emphasis is placed on the Christian Values, first hand experiences and the promotion of a range of skills that encourage application to creativity. Each child at St. Andrew's is inspired, through a carefully planned curriculum to become an independent learner who habitually questions, is able to focus, producing quality work which shows progress.

At St Andrew's C of E Infants we have high expectations of each member of the community. We aim to provide a safe yet stimulating environment where children can enjoy and achieve. We are in the business of providing opportunities in which children can develop their awareness of themselves, others and the world around them as well as progress academically and be the best they can be. We aim to equip our pupils with experience of a range of SMSC opportunities that they can then develop, through informed choice, as they mature as learners.

There is a SEN register, 29 on SEN Support, 34 on classroom support , 59 on monitoring and 3 statements

The areas of need that affect the children are within

- ✚ Cognition and learning
- ✚ Communication and interaction
- ✚ Social, emotional and mental health
- ✚ Sensory and physical (including developing independence)

Behaviour, exclusions and attendance

We have a fair, consistent School Behaviour policy, a visual sun/cloud/rainbow in FS to a 'ladder of success' in KS1. We acknowledge each pupils individualism and make reasonable opportunities and flexible adjustment for pupils with a disability.

We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

School's Duty

The governing body has a duty to:

- ✚ Promote equality of opportunity for people: pupils, staff, parents, carers and other people who use the school or may wish to irrespective of their Disability, gender, race, religion or belief and sexual orientation.
- ✚ Produce and publish an Equality Scheme and /or schemes to show how they will meet these duties.

The Disability Equality Scheme

The governing body is required to plan to increase access to education for disabled pupils in three ways, by:

- ✚ 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 information which is provided in writing for pupils who are not disabled.

School's Aims and Values

St. Andrew's CE Infant School welcomes its responsibilities to promote disability, race, gender equality according to the current legislation, and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life. We are committed to ensuring equality of education and opportunity for staff, pupils and those receiving services from the school, irrespective of disability, race and gender. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We see this commitment as a key component of our planning for achieving true equality of opportunity and view the links with other equalities policies and practices as positive and informing. The school's Accessibility Strategy will be cross-referenced to the Equality scheme to ensure that both plans are mutually supportive.

At St Andrew's we believe that diversity is a strength which should be respected and celebrated by all those who learn, work and visit here. Our aim is to identify and remove barriers for pupils in every area of school life irrespective of disability, race or gender. We have high expectations of **all** our pupils in all aspects of school life.

We ensure we set suitable learning challenges for each individual, responding to pupils diverse needs and strive to overcome potential barriers to learning and assessment.

This initial Disability Equality Scheme contains an action plan that sets out the steps the school planning to take over the next

three years (2012-2015) to meet the General Duty. The Scheme, including the action will be reviewed annually.

Roles and responsibilities

Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

The Disability Equality Scheme will be included in our induction arrangements for all new staff. School induction systems will identify duties implied by this policy in the same way as child protection, health and safety and behaviour policies etc. Current staff and governors will receive training on the Disability Equality Scheme and their responsibilities. Our pupils are informed through the PSHE curriculum e.g. Persona Dolls and in regular whole worship sessions.

The Head teacher and Senior Leadership team is responsible for

- ✚ Making sure that the school's Equality Schemes and their procedures are followed.
- ✚ Making sure that the school's Equality Schemes clearly outline how they will deal with issues of race, disability and gender equality.
- ✚ Producing regular information for all staff and governors about the schemes and how they are working.
- ✚ Making sure that all staff understand their responsibilities under the scheme and arranging any training or support needed.
- ✚ Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability. We keep a record and submit to Local Authority of any definite prejudice related incident and report back to Governors.

The governing body will be responsible for:

- ✚ Ensuring the school complies with all relevant equality legislation.
- ✚ Ensuring that the school Equality Scheme and its procedures are followed.

All staff are responsible for:

- ✚ Dealing with racist, homophobic and other hate incidents.
- ✚ Being able to recognise bias and stereotyping.
- ✚ Promoting equal opportunities and good race relations.
- ✚ Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- ✚ Keeping up to date with laws on discrimination.
- ✚ Taking up training and learning opportunities.
- ✚ Provide all of our pupils opportunity to appreciate their own culture and celebrate the diversity of other cultures.
- ✚ Provide opportunity for pupils to listen to a range of opinions and empathise with different experiences.

The Head Teacher has overall responsibility for dealing with bullying, hate-incident or discrimination.

Visitors and contractors are responsible for following our Equality Scheme.

PARTICIPATION IN THE SCHEME

St Andrew's C of E Infants School is committed to promoting positive participation in the life of the school. We believe that disabled children and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school-their participation in the development and implementation of this scheme is our priority.

This document should be read in conjunction with SEND Local offer as well as SEN Report

Our SLT, School Governors and Family Focus Forum will review the effectiveness of the scheme in delivering equality across school and prepare the annual report to the Governing Body. As the scheme develops we will aim to extend membership of this group to parents/carers and community members.

We have already discussed the DES and Accessibility plan with the School's Health and Safety Officer and Health and Safety governor. A copy was also given to the Health and Safety governor who along with the head of the Parents Teacher Association reviewed the Accessibility plan and identified their responsibilities. The Accessibility and DES are cross referenced thus allowing involvement of Health and Safety governor and PTA with both policies.

St Andrew's has also sought the involvement of a parent who is physically disabled. Mrs. Hogan along with our Health & Safety Teacher and Caretaker toured the school identifying the areas that were positive and highlighted those areas that needed addressing.

GATHERING INFORMATION

The school currently holds some information on the disability of children and adults in school. We are committed to improving mechanisms for gathering and utilizing information on disability in the school community in order to review the effect of our policies and practices on disabled adults and children.

There will be a specific focus in our scheme on gathering information to inform our actions around the recruitment, development and retention of staff and on the educational achievements of disabled children.

Prior to entering the school parents and children have opportunities to discuss transition in home visits with their child's class teacher. During the discussion any concerns or areas of need are identified and recorded. Meetings are also held with outside agencies for example Early Years Team, School Nurse etc. (See SEND Local offer and SEND Report). The areas of need are then addressed in preparation for the beginning of the year ready for when the child starts school. Other support maybe given before school commences which ensures a smooth successful transition on those first few days of school. These could include photo passport of areas of school and key school staff as well as extra visits to school for the pupil and parents at different times of the day.

The school also identifies vulnerable pupil groups within our school which includes disabled children. This information is shared and discussed with teachers at meetings where strategies, resources and interventions that are required to support the pupil

These children are monitored holistically to ensure they are progressing. We do this in pupil progress meetings and highlight

pupils in weekly staff meetings where teachers discuss concerns or sing praises and review the children's work.

If any concerns do arise e.g. lack of progress, barriers to learning, specific interventions, learning/behavior difficulties the matter is then discussed and strategies put in place. This is monitored by the Senior Leadership Team via termly pupil progress meetings.

All teaching staff undergo appraisal review setting targets highlighting areas where they would like to improve including those with disabilities. Information from any other courses that are attended e.g. inclusion training is disseminated via weekly staff meetings to ensure all staff are up to date.

USING INFORMATION

The school believes that the process of gathering information must be linked to rigorous analysis and review. The information the school develops on disability within its population will be used to show progress against the Disability Equality Scheme and to inform revisions to the existing Action Plan.

All the information from staff meetings, teachers professional development training , courses and parent link meetings etc is then collated and used to review current policies in practice and any new policies written. This information will be used also to review the DES Action Plan.

ASSESSING THE IMPACT

The school is committed to establishing a programme of equalities Impact Assessments to establish what the likely impact of new, or existing, policies and procedures is or will be on a range of

groups, including disabled children and adults. An annual cycle of policy revision is in place to ensure that new and existing policies meet the requirements of the Duty. We envisage that the process of information gathering will highlight policies that urgently require review or revision.

An Equality Impact Assessment (EIA) is a considered way of determining whether a policy, practice or project will affect all groups equally or whether it potentially may have a differential impact on one or more particular groups.

EIA's will help us ensure we are not unlawfully discriminating against certain individuals or groups to include gender, physical disabilities and Special Educational Needs and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EIA's will ensure that diversity, equality and inclusion permeates all areas of school life.

At St Andrew's school we will also actively seek the opinions and feedback from pupils with a disability and their parents /or carers. Our Family Focus forum (Jan 2017) have had a tour of the school and we have discussed each aspect of the DES - their comments are highlighted.

A disabled parent was invited to tour the school accompanied by our acting head teacher, he was then able to comment and help us in identifying any areas of the environment that we needed to address. The suggestions he made will be included in the Disability Equality Scheme Action Plan. We hope to include other disabled parents/carers and pupils in reviewing our policies, practice and projects.

THE ACTION PLAN

Our Disability Equality Action Plan is a 'working' document, setting out the core actions the school is planning over the next years to enable it to meet the Duty in the following eight 'functions' of school life.

It is not our intention to cover each of the eight 'functions' annually. Rather, we will prioritise our areas of action accordingly to school context, monitoring and analysis of the information we hold and the results of our Impact Assessments. We will aim to identify no more than five actions for development in any one school year.

THE EIGHT FUNCTIONS

- ✚ Policy, Leadership and Management
- ✚ Curriculum, Teaching and Assessment
- ✚ Admissions, Attendance, Discipline and Exclusion
- ✚ Pupils- Personal Development, Attainment and Progress
- ✚ Attitudes and Environment
- ✚ Parents, Governors and Community Partnership, including Extended Services
- ✚ Staffing- Recruitment, Training and Professional Development
- ✚ Pupil Voice and Participation

Actions that support or link to the school's existing Accessibility Strategy are referenced by 'strand' in the Action Plan.

Strand A: Increasing access to the curriculum for disabled children and young people

Strand B: Improving the physical environment of the school

Strand C: Improving the provision of information for disabled children and young people.

The Accessibility Plan will be monitored alongside the DES and reported in the same cycle to the Governing body.

Appendix 1: Disability Equality Scheme Action Plan 2010-2013

Appendix 2: Accessibility Policy 2010

Appendix 3: Checklist for schools and governors

Appendix 4: Defining Disability

Appendix 5: Is Tom Disabled?

Appendix 6: East Sussex Children's Services, Equality Impact Assessments. What is an Equality Impact assessment and key questions.

East Sussex Children's Services Equality Impact Assessments

What is an Equality Impact Assessment (EIA)?

An EIA is a considered way of determining whether a policy, practice or project will affect all groups equally or whether it potentially may have a differential impact on one or more particular groups.

EIA's will help us ensure we are not unlawfully discriminating against certain individuals or groups to include gender, physical disability and SEN and that we are promoting our positive duties on equality.

EIA's will help ensure that diversity, equality and inclusion permeate through all areas of school life.

Key Questions

What are the aims of the policy, practice or project?

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice?

E.G. All staff

Can you identify any potential adverse or negative impacts in the implementation of this policy, practice or project for certain individuals or groups - on the basis of their ethnic origin, cultural background, faith, disability, SEN, gender, sexual orientation, age and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive impacts? On whom and how?

What evidence do you have to inform your thinking? This can include data e.g. attainment data

If you think there may be negative impact on certain individuals or groups it is important to draw together relevant, reliable data and information.

Who can you involve in your policy/practice review or project proposal that will help you identify any differential impact?

Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.

If you have thought through the impact of a policy or action and involved people in this thinking you may still not have uncovered likely differential impact on certain individuals or groups, that is ok, that will happen, the point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

(A suggested approach for carrying out Equality Impact Assessments in schools. DRAFT version November 2006)