



## Pinewood Infant School

### Single Equality Scheme 2015-16

#### Introduction

At Pinewood Infant School, we have a single equality scheme, which enables us to develop the full potential of everyone regardless of race, academic ability, social circumstances, creed, disability or gender.

Our scheme enables us to meet our duties under:

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act (2000)
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Sex Discrimination Act (1975)
- The Equality Act (2006)

Our scheme supports our response to our duty to promote community cohesion under the Education and Inspections Act (2006) Our scheme is integral to our efforts to achieve the objectives of the Hampshire Children and Young People's Plan.

#### Duties

Our duties are:

##### Disability

- to promote equality of opportunity
- to eliminate unlawful discrimination
- to eliminate disability-related harassment
- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life
- to take steps to take into account people's disabilities

##### Race

- to eliminate unlawful discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

##### Gender

- to eliminate unlawful sex discrimination
- to promote equality of opportunity and good relations between men and women, boys and girls

#### Community Cohesion

In addition to the above duties, we are committed to helping young people to learn to understand others, to value diversity, to promote shared values, to promote awareness of human rights, to develop the skills of participation and responsible action. This will be reflected within our school community, in our dealings with the school's local community, and in the children's understanding of their place in the national and global communities.

#### Values

At Pinewood Infant School, we know that properly meeting the duties described above will mean that all our work must embody some key principles:

- We strive to make the best possible provision for all learners, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same and that we need to take the necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do

our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, understand the different needs and experiences of boys and girls.

- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children are damaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexuality.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious affiliation, national origin, gender or sexuality.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

## **Curriculum**

All aspects of the curriculum are reviewed regularly, to ensure that:

- Pupils have regular opportunities to learn about human circumstances which differ from their own in terms of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- Teachers have sufficient opportunity to challenge bias or stereotypical views based on disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.

## **Leadership and Management**

The headteacher ensures that the values described above have impact on all the school's policies and practices, particularly those dealing with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching strategies
- admissions and attendance
- staff recruitment and retention
- staff professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

## **Bullying**

The staff and governors of Pinewood Infant School will take action to counter any form of prejudice, particularly those which are:

- based on disability or special educational need
- based on racism, including anti-social behaviours directed against religious groups and communities, Travellers, refugees and people seeking asylum
- based on sexism or homophobia

We ensure that all staff have access to support and guidance in dealing with any of the above. We report any racist incidents to the County annually.

## **Roles and responsibilities**

- The governing body will ensure that the school complies with statutory requirements in respect of this policy. Peter Sheppard, Chair of Governors, has a watching brief over the implementation of this policy.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support, and seeing that appropriate action is taken in any cases of unlawful discrimination.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- All staff are expected to promote an inclusive and collaborative ethos in the school, report any prejudice-related incidents, identify and challenge bias and stereotyping, ensure support for children for whom English is an additional language, maintain a good level of awareness of equalities issues.

## Resources and training

We will ensure that the content of this policy is known to all stakeholders, and provide suitable support and resource materials to enable everyone to contribute to its impact on our school. We will provide training as necessary to ensure that all staff are supported to meet their responsibilities as described above.

## Monitoring and Evaluation

Our analysis of quantitative and qualitative data will include consideration under the values described above, and assessed for its impact on groups based on disability, special educational need, ethnicity, culture, language, religious affiliation, national origin, gender. Consideration of any such impact will form part of all our internal monitoring procedures.

### Action Plan

Action	Person(s) Responsible	Completion Date	Resource Implications
<p><b>On disability:</b> School to make necessary adjustments as quickly as possible to welcome any pupils with disabilities who choose to come to the school.</p> <p>Use expertise of Hants advisory teachers for specific children. E.g. PD advisor for child with frequent seizures</p> <p>Issue driveway passes for those families who are registered disabled</p>	<p>HT</p> <p>SENCo</p> <p>AO</p>	<p>As soon as possible following admission of any disabled pupils.</p> <p>Sept 2015 and ongoing</p>	<p>Grants to be sought to provide specialist equipment.</p> <p>-</p>
<p><b>On disability/gender/race:</b> Review composition of groupings with review to race and gender and plan ahead accordingly. Use Raiseonline and EYFS data to monitor both attainment and progress of children with SEND, minority ethnic children, those with EAL and both genders, with the aim that the attainment of these groups is always above the national average.</p> <p>Refer EAL families to EMTAS for parent support</p>	<p>SLT</p> <p>EAL man/AO</p>	<p>November 2015 onwards</p> <p>Sept '15</p>	<p>within delegated budget</p> <p>-</p>
<p>On cultural awareness: Develop effective programme for each year group on awareness of different faiths</p>	<p>HT/All staff</p>	<p>ongoing</p>	<p>Staff meeting Feb 2016</p>

Responsibility:	Resources and premises committee
Review cycle:	3 years
Date Agreed:	11 <sup>th</sup> November 2015
Next Review Date:	November 2018