

'Where a love of learning grows'



**Birch Wood
School**



**Birch Wood
Vale School**



**Birch Wood
Autism Provision**

Equality Policy

School Name: Birch Wood School

Policy Owner: Rosalind Hopkins

Date Ratified by Chair Of Governors: 2020

Review Date: January 2023

Next Review Date: January 2024

Contents

- 1. School aims**
- 2. Equality into policy and practice**
- 3. Equal Opportunities for Staff and advancing equality of opportunity**
- 4. Equality and the law**
 - a. Race**
 - b. Disability**
 - c. Gender**
 - d. Sexual orientation**
 - e. Community cohesion**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**
- 11. Appendix A – Ensuring equality of opportunity and participation**
- 12. Appendix B – Checklist for staff and governors**

Introduction

This plan is written with regard to the Equality Act 2010. It replaces the previous following policies:

Disability Equality Scheme (including the school accessibility plan) Equal Opportunities Policy
Gender Equality Scheme Race Equality Policy

Equality Duty Information Report The Equality Act 2010 places a duty on the school to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The principal of equality is central to everything we do at Birch Wood. All members of the school community are treated with respect and equality and we strive to eliminate discrimination and disadvantage experienced by any particular individuals or group of people.

All staff and pupils are treated equally at the school irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity. Where necessary, actions are put in place to address any barriers faced by pupils, parents, staff or governors with protected characteristics. The school believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensure that the school continues to tackle issues of disadvantage and underachievement of different groups. The purpose of this report is to demonstrate the school's compliance with the Public Sector Equality Duty by publishing information on an annual basis. It summarises the equality monitoring data for pupils and staff for the period January 2021 to January 2022. The report outlines the impact that our decisions, policies and service delivery have had on people with characteristics protected under the act.

Equality Information

1. Pupil Information

1.1 Pupil Characteristics We use the following school population information to help us ensure we do not disadvantage anyone in our school (age, gender, Free School meal (FSM) eligibility, English as an Additional Language (EAL), ethnicity, pupils on roll with SEN and SEN need type for pupils on roll with SEN)

Vision Statement:

Our vision was developed with the whole school community, with input from staff, students, parents and governors. These key concepts emerged as our guiding ethos.

An education at Birch Wood School ENABLES!

- **E**- Empowering students for independent lives.
- **N**- Nurture
- **A**- Aspire and Achieve
- **B**- Belonging
- **L**- Love of learning grows
- **E**- Engage and Interact
- **S**- Safe and happy

We aim to:

- Promote success by emphasising abilities, not disabilities
- Create a caring, stimulating, challenging environment, free from inhibiting pressures and restrictions, where pupils can grow in confidence and self esteem
- Value the contribution of parents, governors, the community and other agencies by involving them whenever possible in the life and work of the school
- Provide joined up services under one roof
- Ensure that every pupil reaches their potential in all aspects of education
- Promote an atmosphere of openness, personal dignity and worth, tolerance and respect for others, regardless of disability, race, colour, creed, gender or age, promoting British values
- Encourage positive behaviour and attitudes
- Provide a broad, balanced, well-resourced curriculum
- Provide a wide range of relevant and motivating experiences
- Recognise achievements throughout the school, by the use of appropriate rewards
- Support the professional development of all staff
- Develop and work within clear policies and guidelines
- Encourage independence and involve pupils in making informed choices
- Equip pupils to use their leisure time effectively
- Integrate students with their peers and the local community including learning in a variety of situations and inclusion with mainstream schools.
- To be committed to collaboration and partnership working to improve teaching and learning by working with colleagues in Leicestershire and beyond.

1. 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 Positive Behaviour for Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2. Equal Opportunities for Staff and advancing equality of opportunity

This section deals with aspects of equal opportunities relating to staff at Birch Wood.

We are aware of the nine categories of protected characteristics and we do the following to advance equality of opportunity between people who share a protected characteristic and people who do not share it.

A detailed analysis of the schools attainment data is included in the latest version of the school Achievement and Progress Report (see 7.1-7.3)

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 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.

3. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006) and the overarching Equality Act (*Public Sector Equality duty*) 2010

The action plan at the end of this Equality Plan outlines the actions Birch Wood School will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000 and the 2012 Equality Act.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Education Policy and Accessibility Plan

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- We will review and revise this scheme every year.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- We will review and revise this scheme every year.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. Further legislation and clarity was provided by the 2010 Equality Act.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Despite changes to Community Cohesion in our recent legislation and Ofsted guidance we still hold it as a strong guiding principle.

4. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school meetings or governors' parent-consultation meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council/student voice, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Progress and Aspiration Reports /Personalised Provision Maps, mentoring and support; Feedback at governing body meetings.

5. 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 Executive Headteacher and Senior Leadership Team

It is the Executive Headteacher's role and that of the Senior Leadership Team to implement the school's Equality Plan and she is supported by the governing body in doing so.

- It is the Executive 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 Executive 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 Executive 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 Executive 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.

6. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. This is made clear in the 2010 Equality Act.

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

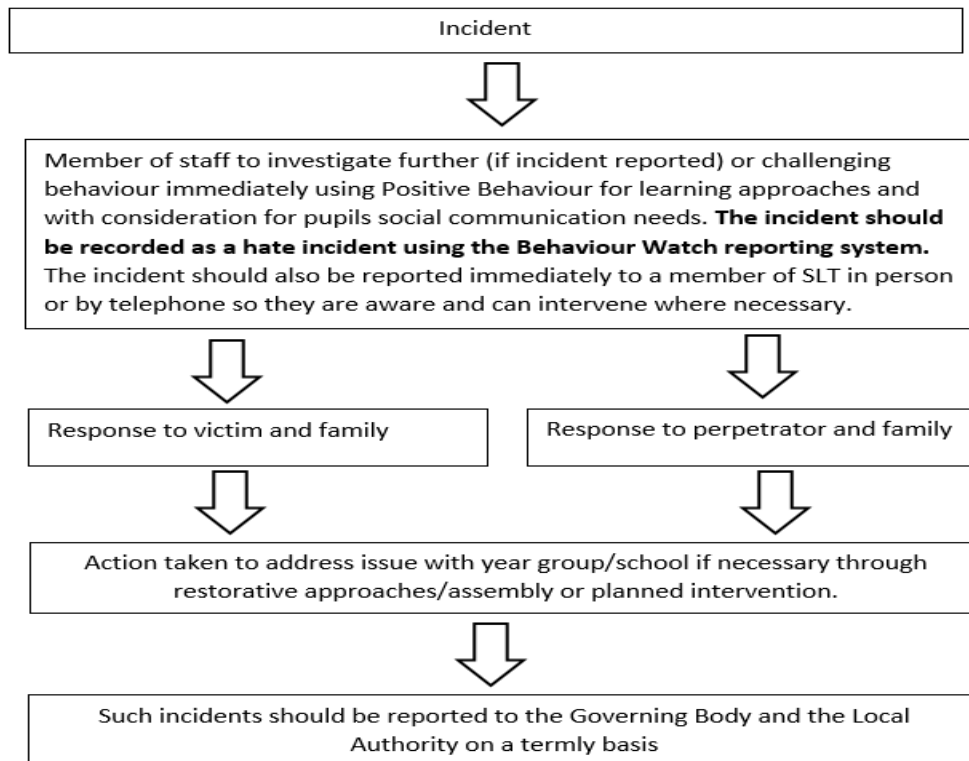
Types of discriminatory incidents that can occur are:

- 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

The reporting of incidents is outlined in detail in our Positive Behaviour for Learning Policy. 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.

We would respond to incidents in the following way:



7. 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 every year.
- 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 Disadvantage, 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.

2.1 Impact Indicators

2.1.1 Attendance

Central to raising standards in education and ensuring all pupils can fulfil their potential is a commitment to attendance. Pupils need to attend school regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well. The school attendance figures for the autumn term 2021-22 are shown in the table below alongside the comparative national figures for both the Autumn and Spring 2021/2022 terms (see 7.1).

The school encourages a high level of attendance and punctuality. Parents are encouraged not to take children out of school during term time but it is understood why this is sometimes necessary. As a special school some of our students experience long hospital stays and recovery period. We stay in touch with families throughout these period and offer home support and learning where appropriate. Reasonable adjustments are made to support their return including staff training, enhanced staffing and physical environment adaptations.

The school works with parents of pupils where persistent absenteeism is an issue. Analysis of the school's 2021/22 absences by gender, ethnicity, free school meals eligibility and need did not show any clear indication that any one of the equality groups was more likely to be unauthorised or persistently absent.

2.1.2 Suspensions and Permanent Exclusions

In 2021/22 the number of suspensions was low (exclusion rate: 0.95) and there were no permanent exclusions. The suspension rate is based on the total number of exclusions recorded across the year and can be inflated by the inclusion of those pupils with more than one suspension rate. The exclusion rate for pupils with 1 or more exclusions is 0.005%

The comparative suspension rate for 2021/2022 in England is 3.76 in nationally for all schools and 1.0 for state-funded primary schools. The suspension rate decreases to 1.87 for all schools and 0.5 for state-funded primary schools for pupils with one or more suspensions. The exclusion rate for the school is comparable to national data for state funded special schools. Nationally suspensions tend to be higher for boys (5.3 cf. 2.16 girls), those eligible for FSM (9.34 cf. 2.58 not eligible), those with SEN (11.7 with EHCP and 10.98 with SEN support cf. 2.43 without SEN) and for the ethnic groups Gypsy Roma (15.28), Travellers of Irish heritage (10.12) and mixed white and black Caribbean (7.64) [2019/2020 data]. However, analysis of the school's suspension data does not appear to indicate there is an unfavourable bias towards any particular equality group.

Prejudice-related incidents

There were no prejudice-related incidents recorded during 2021/2022 related to victimisation or discrimination. All reported incidents, including behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence. Pupils and staff are respectful of each other; our key strategies are outlined in our Positive Behaviour for Learning Policy.

7.1 Attendance

Central to raising standards in education and ensuring all pupils can fulfil their potential is a commitment to attendance. Pupils need to attend academy regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well. The attendance data for 2021/22 has been affected by the Covid-19 pandemic. There is no significant statistical difference in attendance between PPG and nPPG students.

	Attendance across 2021-22
nPPG	89%
PPG	88%

7.2 Suspensions and Permanent Exclusions

In 2020/21 the number of suspensions was low and there were no permanent exclusions.

Number of suspensions	Number of days	Permanent Exclusions
1	3	0

7.3 Attainment

We have 18 Year 11 students at the end of 2022. Of these student's 50% were PPG.

As we have a range of SEND abilities at Birch Wood, not all students complete qualification pathways. 2022 was an unusual year as all 18 students completed at least 1 qualification. Non-PPG and PPG students were on average entered for 3 GCSEs.

33% of the cohort did an English Language GCSE, whilst 11% did a GCSE in English Literature. 39% of the cohort did a Maths GCSE, 94% of the cohort did a Double GCSE in Science and 33% did a GCSE in Art and Design.

GCSE Subjects	PPG/nPPG	Number of Students	GCSE Grades					Grade 9-1	Grades 4-1
			5	4	3	2	1		
English Lang	nPPG	4	0%	0%	50%	25%	25%	100%	0%
English Lang	PPG	2	0%	0%	0%	100%	0%	100%	0%
English Lit	nPPG	1	0%	100%	0%	0%	0%	100%	100%
English Lit	PPG	1	0%	0%	0%	100%	0%	100%	0%
Maths	nPPG	4	0%	25%	75%	0%	0%	100%	25%
Maths	PPG	3	0%	0%	33%	33%	33%	100%	0%
Sci	nPPG	10	10%	30%	20%	30%	10%	100%	40%
Sci	PPG	7	0%	0%	29%	71%	0%	100%	0%
Art	nPPG	2	0%	0%	25%	75%	0%	100%	0%
Art	PPG	0	0%	0%	50%	50%	0%	100%	0%

As can be seen in all subjects 100% of PPG and 100% of non-PPG students achieved a grade 9-1.

In English Literature, 100% of PPG students(1 student) got a Grade 4, whilst 100% of Non-PPG (1 Student) students got a Grade 3.

In Maths 25% of non PPG students (1 student), got a Grade 4, whilst no PPG students got a Grade 4 or above.

In Science 40% of non PPG students (3 students), got a Grade 4 (This could be a Grade 4-3 or 4-4), whilst no PPG students got a Grade 4 or above.

Whilst there are slight variations between PPG and non PPG. Due to the small number of student's involved these are statistically insignificant, especially when you factor in that all these students have differing SEND needs.

7.4 Prejudice-related incidents

There were no prejudice-related incidents recorded during 2021/2022 related to victimisation or discrimination. All reported incidents, including behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence.

8. Publishing the plan

In order to meet the statutory requirements to publish a School Equality Plan, 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.

10. ACTION PLAN ~ ‘Equality objectives for the school’. AIs o refer to the School Development Plan area ‘Equalities’

Equality area	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Success indicators
All	<p>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</p> <p>Link the Equality Action plan to the strategic area of the School Development Plan</p>	<p>Talk to groups to ensure that they are familiar with the plan’s intentions and the action points.</p> <p>Annual evaluation and up-date of the plan</p>	Headteacher / designated members of staff	Immediately after Equality Plan is agreed by governing body	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	Monitor and analyse pupil achievement by race, gender and disability (also see Ofsted evaluation schedule defined groups) and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability and other relevant groups	Headteacher / Governing body	Annually via Achievement and Progress report and SDP	Analysis of teacher assessments / annual data demonstrates the no attainment gap for groups
All	Ensure that student voice is heard on issues of equality.	Via student council minutes and through annual student questionnaire	Headteacher / Governing body	Bi-monthly via student council and regularly through class discussion	Students are able to make points which are then acted on – evidence in student council notes etc.
All	Ensure that the curriculum promotes role models young people can positively identify with, which reflects the school’s diversity in terms of race, gender, disability and other groups.	Increase in pupils’ participation, confidence and achievement levels remain high as judged by the achievement and progress report and SEF.	All staff and governors	Termly and annual self-evaluation	Notable increase in participation and confidence of targeted groups

All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and other groups	Increase in pupil participation, confidence and positive identity – monitor through PSHE and tutorial programmes	Headteacher and all staff	Continuous	Appropriate diversity reflected in school displays across all year groups
-----	---	--	---------------------------	------------	---

Equality area	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Success indicators
Example: All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council/Student Voice by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability and other groups	Designated Staff	Annual	Appropriate diversity in school council membership
Race Equality Duty	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. Reported to Governors via the Head teacher's termly reports.	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Community cohesion	Celebrate cultural events, trip and visits throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas. Ensure there is a robust assembly schedule, which promotes British Values	PSHE assessments	All staff	Throughout the year	Increased awareness of different communities shown in PSHE assessments

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option; class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute; 12
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities; 13
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Appendix B

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school’s diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Appendix C

School Accessibility Plan

INTRODUCTION

Improving access to education and educational achievement by disabled pupils is essential to Government policy of ensuring equality of opportunity and full participation in society.

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995, by introducing new duties on Local Authorities (L.A.s) and schools in relation to disabled pupils and prospective pupils. In the language of the act, a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. From 2010 the Equality Act (*Single Equality Duty*) brought accessibility under the heading of other equalities into this School Equality Plan)

L.A.s and schools are required to prepare accessibility strategies and accessibility plans respectively for increasing the accessibility of schools for disabled pupils over time.

LEGAL POSITION

All L.A.s have a legal duty to prepare accessibility strategies for the schools for which they are responsible under the Act.

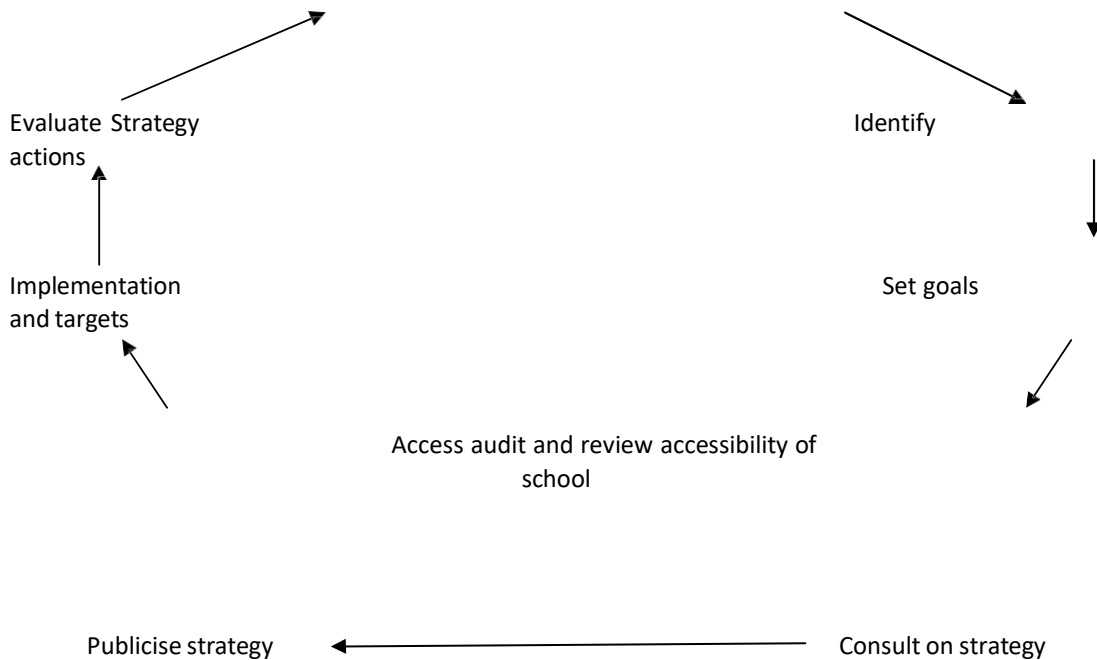
Maintained schools must produce their own accessibility plans. The Act places the duty to do so on the Governing Body of the school. An accessibility strategy or plan is for:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of written information to disabled pupils, so that it is equal to that provided to other pupils.

Accessibility plans must be in writing and schools are required to publicise their accessibility plan, this is ours.

The Act provides for Ofsted inspection teams to be the monitoring body for the plan. The planning duty came into force in September 2002 and schools are required to have written plans in place by April 2003. Regulations state that strategies and plans should run for an initial period of three years but plans can also dovetail into existing planning processes. Review of the plan is integral into whole school policy review planning.

STAGES IN PRODUCING AND REVIEWING AN ACCESSIBILITY PLAN



On a continuous basis the following will be adopted as part of the access plan:

Any prospective pupil and their parents/carers, staff member, or visitors to the school (including volunteers) should be asked if they have any access requirements prior to any visits to the school. This should include the need for interpretation, a carer to assist them and or any other specific needs they feel we would need to meet under the terms of the DDA 1995. This information should also be promoted in the schools literature and in any other relevant materials.

On at least an annual basis the school will carry out a full access audit, to check for both physical restrictions that are causing problems within the school environment and specific pupil/staff/volunteer needs that may not be being met. This could be carried out by a Governor not in the school on a daily basis who may see things that others miss through being in the environment daily. The grounds are audited for both access and safety on an annual basis by the nominated Health and Safety Governor.

Access as defined in the DDA also means ‘equality of access’ and if there are any areas where some pupils have access, whilst others are denied the same opportunity then efforts will be made to minimise these inequalities wherever possible, in order that they are not open to challenge. Within the ‘spirit’ of the school this is done, but to ensure the school is not open to challenge any reasons for not making adjustments need to be clearly defined.