



Codicote C of E Primary School Equality Scheme and Accessibility Plan

This policy was reviewed in November 2016 in consultation with the staff and governors.

Vision and Values

Our equality vision and the values that underpin school life

At Codicote School we aim to provide a welcoming, friendly, stimulating environment in which all members, adults and children, can feel secure and wanted and can develop intellectually, creatively and physically, accepting social responsibilities and sharing talents.

Our guiding principles:

1. All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

- We intend that our policies, procedures and activities should promote:
- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

6. We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

7. Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

School Context

Codicote School has a mixed catchment area, which consists of a diverse range of housing, including a permanent traveller site. The majority of children come from the local community, which is an area of low social deprivation.

The children enter Nursery about average, but make good progress through the Foundation Stage. Most emerge having achieved the Early Learning Goals. Achievement throughout the rest of the school is excellent. A below National proportion of the pupils have learning difficulties or

disabilities. A smaller than average proportion of the pupils is entitled to free school meals. Most pupils are from a White British background but the school also has a small number of pupils from a wide range of different heritages.

The school has 239 pupils at present, 30 of who are in the Nursery.

Attendance is good and there have been no fixed term exclusions for several years.

Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age*
- disability
- ethnicity and race
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

Disability

At Codicote School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Mrs Pollard retains overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff will report regularly to the Headteacher on actions and progress. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for Key person

Key Aspect	Person responsible
Single equality scheme	Head
SEND	SENCO
Accessibility	Head
Equality and diversity – behaviour and exclusions	Head
Participation in all aspects of school life	Head
Impact assessment	Head
Stakeholder consultation	Head
Policy review	All staff
Communication and publishing	Head

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

We are committed to sharing information about our equality scheme. We will publish information annually. The scheme will be published on our school website.

Commitment to action

Governors will:	
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. Highlight good practice and promote it throughout the school and wider community Provide leadership and ensure the accountability of the headteacher and senior

	<p>staff for the communication and implementation of school policies.</p> <ul style="list-style-type: none"> • Highlight good practice and promote it throughout the school and wider community.
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of ‘returns’ to the local authority)
Headteacher and senior staff will:	
Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and Stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
Senior leaders will:	
Policy Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard • Implement the school’s equality scheme, holding staff accountable for their implementation behaviour, and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with ‘difficult’ situations • Implement the school’s equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
Implementation	<ul style="list-style-type: none"> • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with ‘difficult’

	situations
Behaviour	<ul style="list-style-type: none"> • Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme
All staff: teaching and non-teaching will:	
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

Engagement

Engagement- Participation and Involvement

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies – parents, pupils, staff, members of the community and people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Disability

We will continue to consult the advisory team, parents and pupils with disabilities.

Gender

We will continue to consult a balance of each gender from staff, pupils and parents

Race

We will continue to work in partnership with advisors.

Community cohesion

We will continue to work with our Hitchin Local Partnership

Other

We will continue to build close links with Children's centre, pre-schools, and link Universities.

Using Information- Equality Impact Assessments, data and other information**Using Information**

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in *Roles and responsibilities* of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

Equality Impact Assessment (EQIAs)

We consider whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively) and ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.

Our School's Equality Objectives

An analysis of needs within the school identified the following areas for further development.

Equality Objectives for September 2016- July 2017 Action Plan

Target	Strategy	Outcome	Timescale	Achievement
To develop a rolling programme to ensure all staff are trained to manage the needs of hearing impaired pupils.	Access training from the Advisory service. Disseminate advice to staff via INSET and written guidance. Send staff on appropriate training in the term before any child with hearing impairment is due to start class.	All staff have a clear understanding of the needs of hearing impaired children, and ensure that the curriculum is accessible to them. Staff are confident in managing associated equipment.	Autumn 2016 – ongoing	The needs of hearing impaired children are fully met, so that they achieve their potential across the curriculum.

Target	Strategy	Outcome	Timescale	Achievement
To ensure that all staff are able to meet the needs of children with medical conditions/syndromes.	Provide training for all staff to ensure that they are competent and confident in meeting identified needs. Continue to update information sheets termly, or sooner if needed, to communicate needs to all staff. Update all individual health care plans regularly, in light of any changes in conditions and treatment and distribute to all staff.	A high level of staff knowledge means that there is adequate, or better cover at all times within the school day.	Autumn 2016 onwards	At all times in the school day, staff have the information easily at hand to meet children's needs.
Improve accessibility to events for families with disabilities (including hearing impairment)	Audit families to identify any barriers – e.g seating at school events. Change management of events to meet needs accordingly.	All school events are fully accessible by all families.	January 2017	Increased equality of opportunity.
To continue to develop programme for children with Speech and Language difficulties.	Provide training for school staff in delivering programmes. Organise programme to deliver SALT programmes to children. Raise staff awareness of strategies through INSET.	Programmes are effectively delivered by school staff.	September 2016	Children with speech and language difficulties make accelerated progress, through the delivery of targeted intervention programmes.