



Equality Policy

Under the legislation: Equality Act 2010, this policy sets out how this school will comply with the Equality Duty and replaces the separate statements on race, disability and gender equality duties.

Main Aims

- To eliminate unlawful discrimination, harassment or victimisation
- To advance equality of opportunity between different groups
- To foster good relations between different groups

Objectives

At Cunningham Hill Infant School we do not discriminate against anyone, staff or pupils, on the grounds of any protected characteristic as published.

We promote the principles of fairness and justice for all through the curriculum and education that we provide in our school. This includes making good provision for children with special educational needs and disabilities, (SEND) for those for whom English is an additional language, (BME and EAL), for children who are vulnerable and have barriers to learning as a result of their home situation or who are in need of protection.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. This is made possible through good record keeping both by staff and children.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve through an on-going programme of Continuous Professional Development and Performance Appraisal.

We have zero tolerance of and challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all groups through direct learning opportunities e.g. in the Personal, Social & Emotional, Religious Education, Geography curricula; we listen to and involve children, parents and carers and recognise and celebrate different religious festivals and customs throughout the year in Collective Worship/Meetings.

Throughout the school, we focus on developing children's skills in speaking and listening. Then, by providing positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes, celebrate diversity and achievement, promote high expectations and respect for all.

This policy includes reference to Inclusion, Gender, SEND, Able Children (gifted & talented), Racial Equality, English as an Additional Language, Intercultural education, disadvantaged background.

Inclusion

Introduction

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for every child. The achievements, attitudes and well-being of all our children are important to us. We ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Aims

We seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:



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- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities;
- children from a disadvantaged background
- able children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

The Early Years Foundation Stage and the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually monitoring and evaluating what we do:

- are all our children making at least good progress and attaining well?
- are there differences in the achievement of different groups of children?
- how do we best support these children to close the attainment gap?
- how do we remove children's barriers to learning?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are making the best progress possible. We use assessment for learning to inform Teachers' planning. This enables them to take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Teachers ensure children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely, in clothing that is appropriate to their religious beliefs
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs

Children with disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the main entrance of the school also allows wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time for children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.



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Teachers ensure that their work with these children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology; it is policy to ensure that appropriate specialist advice and support is sought as necessary
- uses assessment techniques that reflect their individual needs and abilities
- In response to the Disability Equality Duty the governing body has accessibility planning that is current until 2018

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with the child's parents and the Local Authority. The school's governor with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Racial Equality

Aims

In our school we promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- having consistent expectations of pupils and their learning
- removing or minimizing barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning
- promoting racial equality through celebration of all cultures and festivals and displays of work
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures
- making clear to our pupils what constitutes aggressive and racist behaviour which will not be tolerated from anyone
- identifying clear procedures for dealing quickly with incidents of racist behaviour
- making pupils and staff confident to challenge racist and aggressive behaviour

Response to instances of racial harassment

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow the agreed



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procedures which are set out in the school's Policy for Dealing with Incidents of Racial Harassment. Any racially-motivated incidents are recorded and reported to the governing body by the headteacher.

Teaching and learning

We provide all our pupils with the opportunity to reach the highest level of personal achievement. To do this we:

- ensure equality of access for all pupils and prepare them for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without stereotyping
- promote attitudes and values that will challenge racist behaviour
- 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
- provide educational visits and extra-curricular activities that reflect the needs of all pupils
- take account of the performance of all pupils when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all pupils
- ensure our teaching methods and styles take full account of the needs of pupils' background experiences

Our teaching methods encourage positive attitudes to difference, cultural diversity and race equality. Emphasis is on the development of skills. The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning. Learning is a collaborative and co-operative enterprise. A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe. High expectations are the norm and children respond in a secure learning environment to this challenge.

All staff receive training on strategies for helping bilingual and multilingual pupils to improve their English and to develop their awareness of other cultures. Bi-lingual teaching assistants are employed to support language development within the school. They also offer support to parents to communicate effectively with the school and vice versa.

Access to all learning activities in and out of school is fair and equitable across all ethnic groups e.g. clubs, special events, school trips etc.

Pupil Achievement

We make regular assessments of all pupils' learning in the core subjects and we use this information to track pupils' progress, as they move through the Key Stage. Targets are set and reviewed regularly to inform planning and best use of resources and to look at long term needs. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Pupils' attitudes, values and personal development

In our school, we

- enable our pupils and staff to understand and appreciate ethnic and cultural diversity
- give our pupils and staff the confidence to challenge intolerance and discrimination when they encounter it
- exemplify willingness to learn from those of other cultures, backgrounds and faith
- recognise the importance of language to a person's sense of identity and belonging
- ensure that pupils can both communicate and listen effectively



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This is taught both formally and informally throughout the school through planned activities and by being aware of the needs of our children and responding accordingly. There is a whole school policy to teaching of PHSE which permeates the ethos of the school.

Attendance

We monitor pupils' attendance and work actively with all parents to promote regular attendance: individual cases are followed up with the aid of the Attendance Officer if necessary.

Staff recruitment, retention and training

The school recognises excellence wherever it is found, and in recruiting seeks candidates from all ethnic groups. School employs bi-lingual teaching assistants to support BME children and their families. All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the school's development plan. The school follows the guidance in the County's Equal Opportunities Employment Policy

Parents and the wider community

We work to involve all parents within the school in order to support their children's learning. As appropriate we use translations for key documents (e.g. *Home School Agreements, Starting School etc.*). We also use interpreters, as needed, when consulting with parents. We involve parents and members of the community in sharing their cultures and faiths within our school.

A Multi-cultural Curriculum

Aims:

- To ensure a sensitive and considerate class and school atmosphere where children of all ethnic origins feel respected and accepted
- To encourage informal and planned class discussions about the world we live in, other countries, faiths and traditions, observing the similarities as well as differences
- To be welcoming to all parents and be responsive to the needs of the parents and relatives who are non-English speaking
- To value a child's first language and to raise all children's awareness of different languages
- To ensure that priority is given to developing oral fluency and understanding of the English language where English is an additional language
- To prepare all children for life in a intercultural, multi-racial society and to assist in combating racism

Staff

All staff should be aware of the cultural diversity of the children they teach and acknowledge and celebrate this. In order to understand the background and experience of minority ethnic pupils and to raise expectations of their potential, staff need to attend relevant training and involve parents fully. Close liaison with all families in the school is beneficial to all concerned. Staff should be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. This school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families.

Staff should ensure that the resources used in all curriculum areas are intercultural and contain positive images of minority ethnic groups. The use of labels for familiar words and numbers is encouraged.

Home school links

We provide opportunities for parents to visit the school and to talk to staff members prior to starting school and through continuous liaison when children are in the school. This enables us to learn and understand about the children in our care. Also parents become a valuable resource and can enrich the education of all the children e.g. reading stories in first languages other than English.



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Monitoring and review of this policy

It is the responsibility of the governing body to monitor the effectiveness of this Equality policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Reviewed
November 2016



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Equality Objective	Protected characteristic	R	A	G	General Duty	Responsibility	Intended outcomes	Monitoring	Timing	Review date
Support for vulnerable groups (eg. EAL, BME, PPG).	Disability, Race, Socio-economic			√	Identified children work with one to one support to enable progress against their targets. Tracking of progress.	All staff	Attainment gap between vulnerable groups and non-vulnerable groups closing. Efficient spending of PPG budget	Assessment information tracking PPM proforma	Termly (PPM)	December 17
Ensure support for pupils with SEND	Gender, Disability, Race, Age		√		Individual support plans Provision plans Case study	All staff	Pupils make appropriate progress against their starting points Attainment gap is narrowed	Tracking data Provision maps Case study	Termly	September 17
Ensure learning environments is supporting and developing all children throughout the school	All		√		All staff to ensure that learning environments are accessible to all	All staff	Children are able to access learning through environment support: displays / manipulatives etc	Learning walks	Termly	November 17
Ensure that the school calendar of events does not discriminate against the participation of any faith group eg Parent Consultations	Ethnicity and Race Religion and Belief			√	All Festivals accounted for on Collective Worship plans: there will be no conflict with meetings	SLT	All parents/ staff will be able to attend with no clash between events and days of religious observance eg Eid	Collective worship plan	Termly	July 17
All stakeholders valued for their contribution.	All			√	School council involvement Governor involvement CHISS support Parent involvement	All staff Governors	Membership of groups will include representation from all areas of school community. School will act upon pupil/parent voice.	Membership of groups	Ongoing	September 17