



*"We Care."*

# Equality and Diversity Policy

**Persons Responsible: Lisa Clark**

**Policy review date Spring 2025**

Head teacher:  \_\_\_\_\_ Date: 5/1/2023

**The Schools policy on Equality and Diversity reflects the school’s legal obligation and duty to devise Equality Schemes for Disability, Race and Gender. The School and Nursery are very mindful of the obligations under the Governments PREVENT strategy and all have received training in this respect, see Appendix 1.**

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At Hamstel Infant School and Nursery we believe Nurture is significant in our children’s lives, therefore the whole school promotes the Nurture Principles:

- Children’s learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of well-being
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

We have been awarded the Inclusion Quality Mark for the third year running and are a recognized Centre of Excellence. We believe strongly in Inclusion and this supports the Equality and Diversity policy.

## **Aims and Value**

Hamstel Infant School and Nursery is a very welcoming, caring and inclusive community where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We pride ourselves in being a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition within a nurturing environment.

## **Equality and Diversity Policy**

We are a school that provides opportunities for children to have an awareness of the global dimension and a respect for other cultures. Hamstel Infant School and Nursery is a community that fosters integrity, fairness and respect. We are committed to the development of the whole person within a supportive, secure, safe and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all children to be able to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation. At Hamstel Infant School and Nursery we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

To meet its duties in respect of Equality Schemes for Disability, Race and Gender, the school will aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of Every Child Matters (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- if required, eliminate unlawful gender discrimination and harassment;
- if required, eliminate discrimination that is unlawful under the DDA;
- promote positive attitudes towards disabled people;
- prepare children for participation in Britain's multi-ethnic, diverse society;
- help all children develop a sense of personal and cultural identity that is confident and open to change;
- acknowledge the existence of racism and take steps to prevent it;
- oppose all forms of racism, xenophobia, racial prejudice and racial harassment;
- work with parents/carers and the wider school community to promote equality of opportunity for all.
- make children aware of the range of different kinds of family sizes and types that exist
- provide an inclusion culture for all

**To achieve these aims we will:**

- involve stakeholders in the review of policy relating to Equality and Diversity;
- publish and share our policy with the school and wider community
- analyse data to ensure all groups make progress and no group is disadvantaged;
- use all available information to set suitable learning challenges for all,
- respond to children' diverse needs and overcome any potential barriers to learning;
- have high expectations of behaviour which demonstrate respect to others.
- complete the Stonewall campaign on 'Different families, same love' at least annually.

**Responsibilities of the Governing Body** The Governing Body is responsible for:

- the school's compliance with Equality and Diversity legislation
- the school's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure children are admitted without regard to ability, disability, gender or ethnic group;
- being involved, as appropriate, in dealing with serious breaches of the policy.

**Responsibilities of the Headteacher** It is the Headteachers responsibility, in conjunction with the Senior Leadership Team, to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant training and Continuous Professional Development (CPD);
- actively challenge and take appropriate action of any discriminatory practice;
- deal with any reported incidents of harassment or any form of bullying in line with guidance;

**All staff** It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and any form of bullying;
- deal effectively with all incidents of victimisation caused by perceived differences;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping;
- promote equality and good relations and not discriminate on grounds of age, gender, race, colour, religion, disability or sexual orientation
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### **Monitoring and Evaluation**

- Data will be used to monitor the attainment and progress of children by gender, special educational need, free school meals (FSM), ethnic groups; etc.

- The results of review and evaluation procedures will inform planning, target setting and school improvement objectives.
- The site issues relevant within the Accessibility Plan are reported to the Full Governing Body

Policy statements for Disability and Racial Equality plus Accessibility plans are attached.

## **Disability Equality and Accessibility Plan**

**Definition of disability** - A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.

Substantial means more than minor or trivial.

Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS, and severe disfigurements.

There are special provisions for people with progressive or recurring conditions.

**Presence:** A register will identify how many disabled children there are in the school and which impairment groups are represented.

**Achievements:** A detailed analysis of outcome data for disabled children will focus on:

Half termly; end of key stage outcomes; achievements in extra-curricular activities; and broader outcomes such as those set out in Every Child Matters.

**Promoting equality of opportunity** The accessibility plan indicates many of the reasonable adjustments that will be made to secure equality of opportunity. In addition, staff will consider the reasonable adjustments required to involve all children in educational trips and visits.

**Eliminating discrimination and harassment** The following actions are planned:

Training opportunities for teaching assistants and other staff in meeting the needs of children with language and communication impairments;

Information on all children with disabilities to be made available and securely for staff; awareness raising of disability-related harassment through assemblies and PSHE programmes; review of anti-bullying policy

**Promoting positive attitudes** We will seek to promote positive attitudes to disability in a number of ways including:

- staff modeling respectful attitudes to disabled children, staff and parents;
- representation of disabled people in positions of responsibility in the school; and
- ensuring there are positive images of disability in school books and other materials.

### **Targets**

- Review of toilet/changing/shower facilities throughout the school
- Review signage throughout the school for accessibility
- Availability of written material in alternative formats
- Use of opaque laminating pouches to reduce glare for partially sighted and registered blind users
- Seek secured capital resources from LA and others where appropriate
- Provide improved information for all members of the school community
- Written information provided in alternative formats on request
- Improved toilet access
- Improved school and community access
- Improved access awareness for all
- Delivery of information to all children is improved.

### **Racial Equality**

The school currently draws its children from a mixed catchment area and has a genuinely comprehensive intake. We have an increasing percentage of children from ethnic minority groups – 14.8% 2013 / 2014, 17.4% 2015 / 2016, 21.4% 2017 / 2018, 22.7% 2018 / 2019, 23.8 2019 / 2020

### **Aims and Values**

Our commitment to promoting racial equality and cultural diversity is encapsulated in the aims of the school: 'We Care'

In addition we aim:

- To respect and value the differences between people

- To prepare children for participation in Britain's multi-ethnic, diverse society
- To make the school a place where everyone, taking account of race, colour, language, religion, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity
- To help children develop a sense of personal and cultural identity
- To promote good relations between different racial, cultural and religious groups within the school and within the wider community
- To acknowledge the existence of racism and takes steps to prevent it
- To oppose all forms of racism, xenophobia, racial prejudice and racial harassment
- To be proactive in tackling and eliminating unlawful discrimination

Our commitment to racial equality and cultural diversity involves all members of the school community – children, staff, parents/carers, governors and visitors, and applies to all areas of school life.

These include: Staffing: recruitment, selection and professional development / Curriculum / Teaching and Learning / Assessment, achievement and progress / Behaviour, discipline and exclusion / Personal development and Pastoral Care / Admissions and attendance / Partnerships with parents/carers and the community

### **Commitments**

We are committed to:

Actively tackling racial discrimination and promoting equal opportunities

Promoting positive approaches to diversity

Involving children, parents/carers, staff and governors in developing policies, procedures and practices which tackle racial discrimination and promote inclusion

Monitoring teaching and curriculum development to ensure high expectations of all children

Encouraging and supporting all children and staff to achieve their best

Encourage emotional health and well-being of all

### **Linguistic diversity**

We recognise and celebrate linguistic diversity in British society and, wherever possible, we offer bilingual support for children and parents and carers who are in the early stages of learning English.

### **Religious observance**

We respect the religious beliefs and practice of all children, staff, parents/carers and comply with all reasonable requests relating to religious observance and practice.

## Workshop Raising Awareness of Prevent (WRAP)

Hamstel Infant School and Nursery unique Home Office

**WRAP Number: 9730189**

Following Home Office Guidance Hamtsel Infant School and Nursery has attended training in PREVENT, (PREVENT is 1 of the 4 elements of [CONTEST, the Government's counter-terrorism strategy](#)). It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with
- The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism. However, we prioritise our work according to the risks we face. For instance, following the death of soldier Lee Rigby in Woolwich, the Prime Minister led a task force on tackling extremism and radicalisation.

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the PREVENT strategy. The police also play a significant role in PREVENT, in much the same way as they do when taking a preventative approach to other crimes. The Home Office will use a range of measures to challenge extremism in the UK, including: giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Our school works in accordance with the Prevent Duty and follows the Departmental advice for schools and childcare providers on preventing children and young people from being drawn into terrorism '[The Prevent duty](#)' (DfE, June 2015). Our school approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Services in line with the SET procedures. Further information on PREVENT, and the work done to stop people becoming terrorists or supporting terrorism, can be found in [CONTEST](#), (the Governments Counter Terrorism Strategy) and in the [CONTEST Annual Report](#). [Translations of Prevent's Executive Summary](#) in Arabic and Urdu, and the PREVENT equality impact assessment are also available.

All staff at Hamstel Infant School and Nursery have received PREVENT training in preparation for the start of the academic year.

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## Equal Opportunities and RACIAL EQUALITY POLICY

**INTRODUCTION** This document is a statement of the aims, principles and strategies for ensuring equality of opportunity for all and meeting the requirements of the *Race Relations (Amendment) Act 2000*. It was developed through a process of consultation with Staff and Governors.

**AIMS** Equality of opportunity at Hamstel is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community; pupils, staff, Governors, community members and parents/carers.

To provide a safe and stimulating environment which will encourage children's knowledge, experience and imaginative understanding and motivate their natural curiosity.

To provide a positive and caring school community where children and adults can be happy, safe and secure and will learn to accept differing degrees of success.

To build on success having regard for each child as an individual, starting with what the child can do.

To foster development of the whole child according to age, ability and aptitude with regard to: academic, aesthetic, moral and spiritual, social, physical and emotional needs.

To provide varied experiences within a broad and a balanced curriculum which meet the needs of the National Curriculum.

To encourage positive attitudes towards learning and nurture independence.

To develop the '3R's' respect for others, respect for the environment and respect for themselves.

To provide interactive and enjoyable experiences where effort and achievement are celebrated by all.

To preserve children's rights to equal opportunities regardless of race, religion, gender, culture or disability.

To value the partnership of parents/carers, teachers and other adults related to the school in order to encourage good relationships with the immediate, local and wider communities.

These aims are designed to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. We strive to meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

**COMMITMENT TO RACIAL EQUALITY** The school is committed to ensuring that all pupils and staff are encouraged and able to achieve their full potential and therefore opposes all forms of racism, harassment, prejudice and discrimination. We welcome and value everyone, irrespective of race, colour, ethnic or national origin. We acknowledge the existence of racism within society and are actively seeking to prevent it by preparing children for life in a diverse society. The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school. The staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups.

The school caters for the dietary and dress requirements of different religious groups. The school enables pupils and staff to celebrate festivals and other events relevant to their particular faiths and actively encourages all pupils to understand these.

**SCHOOL LEADERSHIP** The Governing Body and Senior Leadership Team (SLT) are committed to equality for all members of the school community. The school promotes positive and proactive approaches to valuing and respecting diversity. The SLT works with others to promote equality of opportunity and opposes all forms of oppressive behaviour, prejudice and discrimination. Staff and Governors contribute to the development and review of policies with due regard to equality. Curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

**CURRICULUM (refer to the Curriculum and Early Years policies for further detail)** The curriculum is planned to incorporate the principles of equality and to promote positive contributions to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects diversity and encourages pupils to explore bias and to challenge prejudice and stereotypes. The school provides systematic support for children who have English as an Additional Language (EAL) so that they can access the curriculum.

**TEACHING AND LEARNING (see Teaching and Learning Policy for further detail)** Teachers ensure that the classroom is an inclusive environment in which pupils feel valued. All pupils have access to the mainstream curriculum. Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs. Teachers take positive steps to include all groups and individuals.

**BEHAVIOUR (refer to Behaviour Policy for further detail)** The school expects high standards of behaviour from all pupils. Procedures for managing behaviour, disciplining and rewarding pupils are fair and applied equally to all. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. All forms of harassment are recorded, monitored and dealt with. Pupils, staff and parents are aware of the procedures for dealing with all behaviours.

**ACHIEVEMENT AND ASSESSMENT (refer to Assessment Policy for further details)** The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid. The monitoring and analysing of pupil performance enables the identification of groups of pupils. When patterns of under achievement are identified, action is taken to counter this.

**STAFF RECRUITMENT, DEVELOPMENT and SALARY (see individual policies)** The school adheres to the national and local pay and conditions requirements. Recruitment and selection procedures are transparent, equal and fair. All such procedures and requirements are in line with statutory duties and LA guidelines. The Staff handbook and professional development activities are available to all staff to support their practice in relation to this policy, and others related to the statutory obligations.

**RECORDING AND REPORTING OF RACIAL INCIDENTS** The school follows the procedures for recording and reporting racial incidents recommended in the Local Authority (LA) guidance 'One World' that can be found in the Deputy Head's office. Any incident, which is perceived to be racist by the victim, or any other person must be reported in the first instance to the Head or Deputy and then record it.

**RESPONSIBILITIES AND MONITORING** The Governing Body and SLT are responsible for ensuring the school meets the statutory requirements in the areas of Equal Opportunity and Racial Equality as well as the other obligations outlined in this policy.

## SCHOOL ACCESSIBILITY PLAN

**Introduction** This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Hamstel Infant School and Nursery buildings are not inherently well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms are restricted to meeting pupils' needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor;
- a disabled toilet / hygiene room was installed in the main building in 2010,
- a mezzanine floor has been installed for access by adults only, in the case that the school were to employ a member of staff requiring disabled access there has been space allowed for the installation of a raising platform should the need arise.

**Definition of Disability** As defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

**Key Objective** To reduce and eliminate barriers to the curriculum and to achieve full participation in the school community for pupils and adult users with a disability.

**Principles** Compliance with the DDA is consistent with the school's aims. The school recognises its duty under the DDA in respect of:

- not discriminating against disabled pupils in their admissions and exclusions, provision of education and associated services
- not treating disabled pupils less favourably
- taking reasonable steps to avoid putting disabled pupils at a disadvantage

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality, whilst seeking professional support, advice and guidance.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework. This sets out to underpin the development of a more inclusive

curriculum in setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning for individual and groups of pupils.

Hamstel Infant School and Nursery has identified the following points for action as part of its School Improvement and Development Plan, in order to achieve the key objective:

**Delivery of the curriculum** - School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local Primary Care Trusts (PCT's).

**Physical environment** - The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. As further examples, environmental audits have taken place and adjustments made accordingly. New systems for evacuation of the buildings include warning lights as well as sounders. The heights of the entry-buttons have been reviewed;

**Provision of information in other formats** - The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Linked Policies** This Plan contributes to the review and revision of related school policies, e.g.

School Improvement and Development Plan / Staff Development Plan / Inclusion and SEND policies / Equal Opportunities policy (including Gender and Age Equality Policies) / Curriculum Policies / Behaviour Policy / Safeguarding Policy

## DISABILITY EQUALITY SCHEME

**Mission Statement:** At Hamstel Infant School and Nursery we believe that every learner should have equality of opportunity. We aim to create an inclusive ethos and environment which supports the learning for each individual person and is supportive to staff and all those receiving services from the school. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

**Introduction** The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This policy takes into account the new Special Educational Needs and Disability (SEND) Code of Practice (CoP) 2014. The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not disadvantaged;
- plan to increase access to education for disabled pupils.

The Governing Body is required to plan to:

Increase the extent to which disabled people can participate in the school curriculum;

Improve the environment of the school to allow increased access to education and associated services;

Improve access to disabled pupils of information which is provided in writing for pupils who are not disabled.

**Definition of Disability under the DDA** The DDA defines a disabled person as someone who has *‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’*

Reference to ‘disabled people’ includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use the school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including: cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties and people with mental health conditions or learning difficulties/disabilities.

**Purpose and direction** As a school we are mindful of the six areas of the General Duty, to

- eliminate discrimination;
- eliminate harassment related to a disability;
- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people;

- encourage participation by disabled people in public life; and
- take proportionate steps to take account of disabled people's disabilities.

We aim to involve all stakeholders in our Disability Equality Scheme. All staff, families and Governors have been invited to submit information and participate in the planning of the scheme. The school has identified people with disabilities in all categories of school users.

The scheme will be monitored by the Headteacher, SENCo, Health and Safety Representative (Deputy), Site Manager / Caretaker and Governors.

**DISABILITY EQUALITY SCHEME AND ACCESSIBILITY ACTION PLAN**

<b>Disability Equality Action Plan (incorporating Accessibility Plan)</b>						
<b>Objective</b>	<b>Task</b>	<b>When?</b>	<b>Who?</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
To eliminate discrimination	To include references to inclusion/disability issues when reviewing policies & procedures	At policy review	All staff	Inclusion statement in all policies	At policy review dates	Policies reviewed in line with date or on a needs basis
	Staff training to raise awareness of issues	Ongoing	LC /DM	Staff aware of their responsibilities, including making 'reasonable adjustments' for all children with SEND.	Annual audit or as need arises	CPD trail
To eliminate harassment related to a disability	Highlight disability issues in anti-bullying policy – particular reference in anti-bullying week.	At policy review and Friendship Week ( anti-bullying week)	LC/DM/ AE	No bullying issues related to disability.	Annual audit	Policy review / update
To promote equality of opportunity (including accessibility)	To improve information gathering to ensure medical records are up to date and communicated to appropriate staff, to include induction forms for new children detailing any disability.	Annual and ongoing	Office manager to gather info from new entrants and distribute accordingly.	Children s records are detailed and updated.  Staff to be aware of any changes in details and circumstances and inform the IM and office staff appropriately	Annual and ongoing	Records and information are updated and circulated appropriately
	Audit resources needed to support disabled children in accessing the curriculum	Annual and ongoing	LC/DM/ AE/PV + any member of staff	Resources audit carried out	Resources acquired and impact monitored	Suitability of resources reviewed and impact evaluated

**Disability Equality Action Plan (incorporating Accessibility Plan)**

<b>Objective</b>	<b>Task</b>	<b>When?</b>	<b>Who?</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
	Consider ramp access/ physical modifications where necessary or possible.	Termly review	H+S Team termly - Joint Site Survey team annually	Main access points accessible to all- mezzanine access point adapted as needed / appropriate.	Day to day issues dealt with Termly / annually	H+S report fed back to Governors
	School information and letters will be offered in different formats.	Ongoing	LC/all staff	Information is available in a variety of formats including large print, e-mail, etc.	Ongoing	DfE questionnaire sent annually
	Invitations to school events to include e. special arrangements, e.g. wheelchair access'	Ongoing	Office staff /all staff	All letters will contain the reference.	Ongoing – adjusted as necessary	If circumstances change parents are informed
	Audit school books and other materials for positive images of disability and purchase new materials if necessary	As part of Library reorganisation and class book survey	DM / VT / AD	Positive images of disability easily available for all.	Annual review	Annual feedback
To promote positive attitudes towards disabled people	Audit representation of pupils with disabilities on the school council	At each nomination time	LS/AE / PV	Equal access to School Council for all children, including those with SEN and or disabilities	Termly	LS feedback to SLT



**Disability Equality Action Plan (incorporating Accessibility Plan)**

<b>Objective</b>	<b>Task</b>	<b>When?</b>	<b>Who?</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
To encourage participation public life	Ensure arrangements for welcoming disabled people into school are favourable (e.g. early entry into events/ extra space available etc.)	Ongoing	All staff	Each 'event' is reviewed so special arrangements can be made in advance as necessary.	Ongoing	Parent responses gathered in questionnaires etc.
To take account of people's disabilities even where this requires more favourable treatment	Ensure arrangements for welcoming disabled people into school are favourable (e.g. early entry into events/ extra space available etc.)  Further adjustments made where necessary with consultation with particular individuals to ensure school is able to meet their needs discreetly	Ongoing	SLT / Site Staff	Each individual circumstance is reviewed so special arrangements can be made in advance as necessary.	Ongoing	Accommodation of individual needs meets individual requirements

## GENDER EQUALITY SCHEME

**Mission Statement** At Hamstel Infant School and Nursery, we are committed to ensuring equality of education and opportunity for staff, children and all those receiving services from the school, irrespective of gender. The achievement of all children will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against children and staff by adhering to our duties as an employer under the legislation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff, all stakeholders and governors

### **Service Provision -**

Is information collected on gender with regards to both pupils and staff?

Is this information used to improve the provision of services?

Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action?

Are pupils, regardless of gender, encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Are pupils, regardless of gender, given the same opportunities to participate in physical activity, both in and outside of school hours?

Is bullying and harassment of pupils monitored and is this information used to make a difference?

Are stereotypes in terms of gender actively challenged in both the classroom environment and in the playground?

Are all pupils encouraged to consider career paths/occupations that are traditionally gender stereotyped?

Is the school environment as accessible and welcoming as possible to visitors, regardless of gender e.g. accessible to pushchairs? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Are parents, regardless of gender, encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Is the governing body representative of the pupils, staff and local community that they serve?

**Employer duties-** As an employer the school strives to ensure elimination of discrimination and harassment in employment practice and actively promote gender equality within the workforce.

We aim to achieve this by:

Considering gender aspects when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Incidents of bullying and / or harassment of staff is monitored and this information is used to inform change.

**NOTE:** The Equal Opportunities Commission (EOC) Code of Practice on the Duty lists key employment issues, these include:

- Recruitment
- Managing flexible working
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities

**It is a specific requirement of the duty that an equal pay policy is developed.**

### **The Gender Equality Duty (GED)**

What is it? The Government has introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies (including schools) to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties. The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES)
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress.
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation

The Act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

**Equality Impact Assessment** Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty the school will:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely impact for all genders
- Alter or amend policies to promote gender equality and eliminate discrimination
- Resource changes appropriately

**Monitoring** - Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the Gender Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people.

The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales.

**Involvement and consultation** It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme. Hamstel Infant School and Nursery has consulted with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:

- Consultation with pupils / staff / trade unions/parents to determine their priorities for the school with regards to gender equality over the next three years via: Questionnaires, Feedback slips

### **Making things happen**

- In order to ensure that action is taken to meet the Gender Equality Duty, Hamstel Infant School and Nursery pays due regard to issues of gender as part of its data analysis and is incorporated within the whole school action plan.

Please complete this short questionnaire which will be used to inform the Gender Equality Scheme for Hamstel Infant School and Nursery. Your contribution is valued as part of our consultation process for moving the school forwards.

Focus Question	Yes	No
<ul style="list-style-type: none"> <li>Do you feel that pupils regardless of gender have equal access to sport?</li> </ul>		
<ul style="list-style-type: none"> <li>Do you feel pupils regardless of gender have equal opportunities to participate in school life?</li> </ul>		
<ul style="list-style-type: none"> <li>Do you feel that the staff is representative of the school population and the community it serves?</li> </ul>		
<ul style="list-style-type: none"> <li>Are there enough opportunities for Parents/Carers to get involved in their child's education?</li> </ul> <p>What would make it better?</p>		
<ul style="list-style-type: none"> <li>Do you feel the school challenges gender stereotypes e.g. in the curriculum and in school in general?</li> </ul>		
<ul style="list-style-type: none"> <li>Do you feel there are any other issues with regards gender equality that the school should be seeking information on?</li> </ul>		
<p>Please feel free to add any additional comments you may have with regards issues of gender equality relating to the school.</p>		

Please return your completed survey to Hamstel Infant School and Nursery

**Thank you for your time in completing and returning this survey.**