



Equality, Diversity and Cohesion Policy and Scheme

(2012 – 2016)

This policy applies to all members of the school community including pupils, staff, governors, parents and the extended community. Partners and contractors are also expected to abide by this policy.

Publication and Review

This policy and scheme is a working document which will be monitored and reviewed annually for three years and replaced in 2015. As a public document, our Equality Objectives are published on our school website. The school governors make all other data/information available on request.

CONTENTS

| | |
|---------------------------------------|------|
| School Context and Mission Statements | P3 |
| Purpose of the Policy and Scheme | P4 |
| Policy Statement | P4 |
| Guiding Principles | P5&6 |
| Responsibilities | P5&6 |
| Equality Impact Assessment | P6 |
| Choosing Equality Objectives | P6 |
| Equality Objectives | P7 |

Appendix:

Equality, Access, Diversity and Cohesion Policy Action Plan

Alexandra Infants' School **2012**

Alexandra Infants' School currently caters for pupils aged from 3 – 7 years of age and the Nursery currently caters for 39 full-time pupils.

On entry to the school, children's attainment is varied but, overall, the majority of pupils are well below National expectations. There are 161 children on roll.

Ethnicity

White British -35 pupils 22 %

Pakistani - 81 pupils 50.3%

White and black- Caribbean -1 pupil 0.6 %

White and Black African- 3 pupils 1.9%

Black African- 1 pupil 0.6%

Indian 1 - pupil 0.6 %

Any other ethnic background -Iranian 4 pupils (Language Azeri / Persian Farsi) pupils' 2.4 %

-Mongolian (Language- Mongolian) 2 pupils 1.2 %

Any other white background - 33 children 20%

Czech (Roma) - 20 pupils (Roma) 12.5 %

White and Asian- 1 Pupil 0.6 %

Russian 1 pupil 0.6 %

Romanian 1 pupil 0.6%

Slovak (Roma) 3 pupils 1.8 %

Lithuanian (Roma) 4 pupil's 2.4%

Anglo- American 1 pupil 0.6 %

Polish- 1 pupil 0.6 %

Latvian- 1 pupil 0.6 %

Governors' Mission Statement

All Learning and Working Together.

Purpose of the Policy and Scheme

The Equality Act 2010 introduces a Public Sector Equality Duty that replaces all previous equality duties on race, disability and gender. Alexandra's Equality, Diversity and Cohesion Scheme discloses how we meet the requirements of the duty:

At Alexandra we are required to have due regard to:

- ✓ **Eliminate discrimination and other conduct, including harassment that is 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 across all characteristics and between people who share a protected characteristic and people who do not share it**

Policy Statement

Our policy and scheme seeks to ensure that no member of our school community, or any person in contact with the school, receives less favourable treatment on grounds which cannot be justified. This includes the protected characteristics within The Equality Act 2010:

- Race
- Disability
- Gender
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and Civil Partnership

We are also committed to ensure that no member of our school community, or any person in contact with the school, receives less favourable treatment in relation to socio-economic background, health, trade union membership or spent convictions.

At Alexandra, we recognise that **Equality and Diversity extends beyond meeting legal requirements and setting targets**. Our aim is that all sections of society will be truly represented within our school population. All members of the school community will be valued as individuals and treated with dignity and respect. Our policy will provide protection, equality and fairness. We seek to redress any imbalances of life chances that are already present at the point of entry to our school. We will prepare our children for living in a diverse, worldwide society enabling them to value and respect others as equal individuals who belong to groups of preference/choice.

At Alexandra Infants' School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of inclusion. We, in consultation and partnership with the LA, will make reasonable adjustments in relation to teaching and learning and wider aspects of school life to make sure that the educational environment is as accessible for all.

Guiding Principles

These principles are drawn from a specimen school policy for equalities prepared by the DCSF. Our policy/scheme principles are encompassed into all that we do at Alexandra. They are embedded within our policies, procedures and practice.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public

Responsibilities

- ✓ Our Chair of **Governors**, Mrs Alison Cotton, takes the lead, but all governors as a whole are responsible for:
 - drawing up, publishing and implementing the school's equality objectives;
 - making sure the school complies with the relevant equality legislation;
 - making sure the school Equality Scheme and its procedures are followed;
 - monitoring progress towards the equality objectives and reporting annually

- ✓ The **Head Teacher** is responsible for:
 - making sure steps are taken to address the school's stated equality objectives;
 - making sure the Equality, Access, Diversity and Cohesion Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about them;
 - producing regular information for staff and governors about the plans and how they are working;
 - making sure all staff know their responsibilities and receive training and support in carrying these out;

- provide equal opportunity and accessibility to staff training and courses appropriate to professional development, responsibilities and statutory requirements. This includes staff meeting and internal training sessions when needed;
 - taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
 - enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school;
 - dealing with reports of prejudice-related incidents
- ✓ All staff are responsible for:
- promoting equality and community cohesion in their work;
 - avoiding unlawful discrimination against anyone;
 - fostering good relations between groups;
 - dealing with prejudice-related incidents;
 - recognising and tackling bias and stereotyping;
 - taking up training and learning opportunities in terms of professional development, responsibilities and statutory requirements

Equality Impact Assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress each half term so that the Head Teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis we are aware of any groups or individuals who are not making at least expected progress. Evidence of this analysis can be found in the Tracking and Data file.

Equality objectives identified by this process will be included in the three year plan 'Equality Objectives 2012-2016' and in the School Improvement Plan as appropriate.

Choosing Equality Objectives

Our equality objective-setting process has involved gathering evidence as follows:

- from the monitoring and analysis of pupil progress in the identified, vulnerable groups;
- from involving all stakeholders through a range of means including pupil and parental surveys

At Alexandra, we analysed the data and chose objectives that will:

- Eliminate discrimination and other conduct, including harassment that is 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 across all characteristics and between people who share a protected characteristic and people who do not share it.

Equality Objectives

Focus on outcomes rather than processes

| |
|--|
| Ensure that the staff and governing body are aware of current legislation and their roles and responsibilities surrounding diversity and equality |
| To further develop community cohesion |
| To further narrow/narrow any gaps in attainment between groups of pupils in school and with comparative groups nationally. Identified school priority groups: SA+, EAL. |
| Ensure that the curriculum is personalised for individual and group needs including reasonable adjustments, reflecting religious and ethnic diversity and children's interests |
| To further improve boys' attainment in writing and in maths |

Alexandra Infants' School Equality, Access, Diversity and Cohesion Policy Action Plan

Date: 2012-2016

| Objective | Actions | Time/ Finance Personnel | Success Criteria |
|--|--|---|--|
| <p>Ensure that the staff, governing body, parents and children are aware of current legislation and their roles and responsibilities surrounding diversity and equality</p> | <p>To provide CPD/training opportunities for staff and governors: equality, diversity, cohesion, models of inclusion</p> <p>Formulate, agree and publish PSED and Equality Objectives</p> <p>Disability 'disclosure' letters to be included in school induction packs</p> <p>Disability awareness notice/support to be included on school website and on SEND Notice Board</p> | <p>Management Time</p> <p>Timetabled meetings</p> <p>Training Costs</p> <p>Governors/SLT/LA Inclusion Manager</p> | <p>All stakeholders have a secure understanding of equality, diversity and community cohesion policy and practise</p> <p>All stakeholders to be aware of children and adults, within the school community, with disabilities</p> |
| <p>To further develop community cohesion</p> | <p>Developing the curriculum further; to teach and learn about the needs, rights and choices of others</p> <p>To provide opportunities for the school community to interact positively with people from different backgrounds: school visits, assemblies, local, national and international links to be made</p> <p>Set up a Community Cohesion Working Party</p> | <p>Management Time</p> <p>Timetabled meetings</p> <p>Curriculum Costs</p> <p>Governors/SLT Teachers Inclusion Manager Curriculum Co-ordinators</p> | <p>The curriculum will be enriched</p> <p>All stakeholders within the school community will be engaging with people from different backgrounds</p> <p>Positive relations will be made</p> <p>Increased awareness will increase respect and understanding of equality, diversity and community cohesion</p> |
| <p>To further narrow/narrow any gaps in attainment between groups of pupils in school and with comparative groups nationally</p> <p>Identified school priority groups: SA+, EAL, gender, summer born</p> | <p>Aspirational targets set with the expectation that children make at least expected to good progress within each academic year</p> <p>Ongoing assessment to identify barriers which will be addressed/removed through personalised planning that addresses the needs of groups and individuals (accessibility)</p> <p>Differentiated work to be 'learning/next steps' led as opposed to task completed with support (accessibility)</p> <p>Children to be targeted for extended activities (positive discrimination)</p> | <p>Management Time</p> <p>Resource costs</p> <p>Governors/SLT Teachers Inclusion Manager Assessment Co-ordinator After School Clubs Lead Professional</p> | <p>Children in identified groups will make good progress and compare in line with their peers e.g. EAL/Non EAL</p> <p>Progress towards the elimination of variations in outcomes for identified groups will be measurable</p> <p>Children from identified groups will be invited to attend after school clubs as appropriate</p> |
| <p>Ensure that the environment is personalised for individual and group needs including reasonable adjustments, reflecting religious and ethnic diversity and children's interests</p> | <p>Social models of inclusion to be harnessed in terms of accessibility to the physical, learning and social environment</p> <p>Improve the gathering of data re disability including letter in induction pack</p> <p>Accessibility walks to review optimum layout for all pupils and staff</p> <p>Audits of need to be reviewed to ensure that appropriate equipment is available as needed (accessibility)</p> | <p>Management Time</p> <p>Training costs Resource costs</p> <p>Governors/SLT Teachers Inclusion Manager</p> | <p>Staff and governors will have a secure understanding of the social model of inclusion</p> <p>All stakeholders will have confidence in sharing their needs and expecting reasonable adjustments to increase accessibility of physical, learning and social environment</p> |

| Objective | Actions | Time/ Finance Personnel | Success Criteria |
|---|---|---|--|
| <p>To further improve boys' attainment in writing and in maths</p> | <p>Ongoing assessment to identify barriers which will be addressed/removed through personalised planning that addresses the needs of boys (accessibility). To include alternative ways of recording and assessing, motivators, working with parents as teaching and learning partners</p> <p>Involvement of the School Council to investigate barriers to progress and attainment. What do boys like/dislike? Why? Suggestions to improve curriculum</p> | <p>Management Time</p> <p>Resource costs</p> <p>Governors/SLT</p> <p>Teachers</p> <p>Assessment/ Curriculum Co-ordinators</p> | <p>Boys will make good progress and compare in line with their peers: girls/boys</p> <p>Progress towards the elimination of variations in outcomes for boys will be measurable</p> <p>Alternative ways of teaching, learning, recording and assessing, that are a result of consultation with boys, will be in place</p> |