



Building Strong Foundations for a Lifelong Love of Learning

Equalities Policy (including Equality Objectives and Accessibility Plan)

Policy status	It is statutory to have equality information and objectives and an Accessibility Plan.
Needs to go on website?	Equalities Objectives need to be published on website.
Review requirements	Equalities Objectives: every 4 years Accessibility Plan: every 3 years
Agreed review frequency	Full review every 3 years; progress updated annually.
Last date of full review	February 2020
Due for review by:	Full review by February 2023; first progress update by February 2021.
Scheduled for review:	Spring 1, 2021 (progress update 1) Spring 1, 2022 (progress update 2) Spring 1, 2023 (full review)
Governor responsible:	Equalities Governor
Staff member(s) responsible:	Head Teacher
Governor approval method:	Full Governing Board (as Accessibility Plan needs to be reviewed by Governing Body).

Review history in last two years (from March 2019)			
Review date	Changes made	By whom	Date shared with staff
Feb 2020	Completely new policy and plans	MB	Feb 2020
April 2021	Reviewed with Assistant Head Teachers and Equalities Governor	MB, SB, SM, UT	May 2021

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Introduction

Recreation Road Infant School's Core Purpose is to *Build Strong Foundations for a Lifelong Love of Learning*. This means that we focus on the wellbeing and progress of every child and aim to create a conducive culture for this, where all members of our diverse community; pupils, staff, visitors and families; are treated fairly, respectfully and inclusively. To underline our commitment, we sought and achieved School of Sanctuary status in 2020 and intend to build upon this in the coming years.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value.
- We recognise, respect and value difference and understand that diversity is a strength.
- We can foster positive attitudes and relationships.
- We can foster a shared sense of cohesion and belonging.
- We observe good equalities practice for our staff (and potential staff).
- We recognise that, as a school, we can help remove barriers and disadvantages which people may face in relation to equalities.
- We have high expectations for all children.
- We work to improve provision and outcomes for all pupils, but especially the most vulnerable.
- We adopt a transparent, evidence-based approach.

Purpose of this Document

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against anyone or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school's provisions related to pupils. The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two 'specific duties'.

The Public Sector Equality Duty

This requires all public organisations to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

'Specific Duties'

In addition to the duty above, all public organisations are required to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years, which are specific and measurable.

Planning Duty

Furthermore, the Equality Act includes a planning duty which requires that the school has an Accessibility Plan, intended to increase access to education for pupils with disabilities in three areas:

- Curriculum
- Physical Environment
- Information

This document describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 shows the school's Equality Objectives for 2020 to 2023

Appendix 2 shows the school's Accessibility Plan for 2020 to 2023

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the school prospectus, school website and newsletters. As policies are reviewed, there will now be references in the Behaviour, Exclusion, SEN, Relationships Education and Anti-Bullying Policies, as well as minutes of meetings involving governors.

The Equality Act also applies to schools in their role as employers. All of those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equality policy and practices are covered in staff inductions.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We embrace our Reasonable Adjustment duty for those with additional needs – designed to enhance access and participation and promote equity.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We believe that transparency is important and where possible, we ensure that those who are affected by a policy or activity have a say in its shaping and implementation.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We adopt the Norfolk County Council admissions arrangements, which are fair and transparent and don't discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender.

- We adopt local authority staff grievance, bullying and harassment policies and procedures to ensure equity of treatment.
- We regularly discuss issues related to Equalities with governors, who ensure that the school is accountable for its decision-making in this regard.

Behaviour, exclusions and attendance policies

These policies take full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with additional needs. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. These include:

- prejudices around disability and Special Educational Needs;
- prejudices around age, race, religion or belief;
- prejudices around gender and sexual orientation;
- prejudices and preconceptions relating to marriage and civil partnerships, including same-sex relationships.

We treat all bullying incidents seriously. We keep a record of different prejudice-related incidents and provide a detailed breakdown to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. These incidents are also reported to Norfolk County Council via an annual return. In addition to this, upon a second instance of racism committed by the same child within an academic year, the school will report this to the Diversity Liaison Officer.

We recognise the influence of unconscious bias on our attitudes and decision-making, and actively seek to uncover and address issues that arise. We will seek out and engage with training opportunities aimed at addressing unconscious bias.

How we advance opportunity across different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We work in partnership with parents and carers to identify children who have a EAL or additional needs through our pupil induction procedures.
- With the support and challenge of governors, we collect data and monitor progress and outcomes of different groups of pupils. We use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate maths and English skills, or those with poor levels of attendance.
- We avoid language that risks placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.

- We are alert and proactive about the potentially damaging impact of negative language relating to race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have an Accessibility Plan (see Appendix 2). This is designed to increase the extent to which pupils with disability can participate in the curriculum, improve the physical environment and improve the availability of accessible information to disabled pupils. This plan is reviewed and updated every 3 years. Progress towards fulfilling the plan is reviewed annually.
- We are aware of the impact of intersectionality, where a person has more than one protected characteristic and ensure that our monitoring takes account of this.

Positive action

We positively teach children about diversity and inclusivity, and will take positive and proportionate action to address the disadvantages faced by particular groups. The actions will be designed to meet the school's Equality Objectives and regularly monitored by senior leaders, including governors.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference, diversity, rights and responsibilities through PSHE, RSE and across the wider curriculum.
- We use materials and resources which reflect the diversity of the school and wider world in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and set of values which promote democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people from diverse backgrounds.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events, such as Refugee Week.

Other ways we address equality issues

- We have a rolling programme for reviewing all of our school policies, and equalities issues are considered as part of the review process.
- We keep notes or minutes of meetings where equalities are discussed, e.g. governor minutes.
- In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Analyse responses from staff surveys and review feedback and responses from children, including schoolwide surveys on children’s attitudes to self and school.
- Analyse issues raised in reviews of progress.
- Ensure governor involvement and scrutiny.

Publishing Equality Objectives

The objectives which we identify represent our school’s priorities and are the outcome of a careful review of the available information about our pupils. They also take into account national and local priorities and issues where appropriate. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce an Equalities Action Plan (Appendix 1) that show how we will achieve our objectives.

Monitoring and Reviewing Objectives

We will review and update our equality objectives every three years and review annually the progress towards achieving them. We will involve and consult staff, pupils, governors and parents / carers as part of this review process.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information as necessary to enable them to do this.

Governing Body

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A committee member of the governing body has responsibility to oversee the implementation of this policy. Every governing body committee keeps aspects of the school’s commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions and premises development.

Head Teacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and ensuring they are given appropriate training and support as required; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricular and lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

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

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Concerns or Complaints

Any concern or complaint about the school's approach to equalities will be taken seriously. In the first instance, we would invite concerned parties to contact the school office to raise any issues, and these will be passed on to the Head Teacher. Alternatively, the complaints procedure can be found on the 'Policies and Premiums' section of the school website [here](#).

Office contact details

Telephone: 01603 457120

Email: office@recreationroad.norfolk.sch.uk

Monitoring and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review process will involve pupils, staff, governors and parents and carers.

Disseminating the Policy

This Equality Policy along with the Equality Objectives and Accessibility Plan is available:

- On the school website
- As paper copies from the school office upon request
- As a summary in the school prospectus

Appendix 1: Equalities Action Plan 2020-2023

Aspect of the Equality duty	Action	Action by	Monitored by	By term	Review Spring term, 2021
Monitor achievement, standards and attendance based on gender, ethnicity, disability, take action where necessary in order to secure good progress for all learners.	<p>Use cohort analysis to identify issues.</p> <p>Develop strategies for tackling issues.</p> <p>Prioritise this in SIDP and Performance Development</p> <p>Termly data sheet produced which governors monitor.</p>	<p>Whole School</p> <p>Head Teacher</p>	<p>Teaching and Learning Committee</p>	<p>Annually</p>	<p>Pupil Progress reviews have been introduced this year to ensure that all children's learning needs are identified and addressed.</p> <p>An objective set of criteria is used to prevent bias.</p>
Monitor access to curriculum with regard to gender / SEN / ethnic minorities	<p>Look at available data and identify anomalies. If none are identified, continue to monitor. Develop strategies for tackling issues as necessary.</p> <p>Implement strategies.</p>	<p>Whole School</p> <p>Head Teacher</p>	<p>Teaching and Learning Committee</p>	<p>Annually</p>	<p>We have identified a gender disparity in children's mathematical outcomes.</p> <p>We are addressing this by ensuring that children are exposed to positive female role models (through our maths subject leads and Learner Values Champions scheme).</p> <p>Next steps: we will support staff research into gender bias across the curriculum, setting up a dedicated Professional Learning Community in 2021/22.</p>

Aspect of the Equality duty	Action	Action by	Monitored by	By term	Review Spring term, 2021
Monitor issues involving bullying and identify any correlation between bullying and SEND / gender / race.	Develop strategies to deal with any issues arising. Annual Unique Week, coinciding with Anti-Bullying Week.	Head Teacher Assistant Heads Pastoral Team Staff Members	Head Teacher and Assistant Head Teacher (Pastoral)	Termly	Reports of bullying are infrequent. However, we shouldn't be complacent. In the coming academic year, we will ensure that all staff working with pupils access training to promote awareness of different types of bullying and refresh their understanding of our in-school procedures.
Promote positive role models who exemplify a range of protected characteristics and ensure that such role models are part of ongoing displays	Learning Walk (Spring term) to look at the extent to which positive role models for equalities are represented. Review displays / resources (ongoing)	Staff members	Leadership Team	Annual learning walk Ongoing review or resources	We have introduced our Learner Values Champions scheme. This ensures that children are exposed to a range of diverse role models. Next step: embed and promote this; create eye-catching, child-friendly display in a communal space. Agree date for regular diversity learning walks (plans disrupted by Covid).
Ensure all staff understand their responsibilities under the Equality Act and are given relevant training and support	Organise relevant training for all staff (Sept 2020). Ensure policy is shared with all.	Head Teacher	T&L Committee	Autumn term 2020 and then bi-annually	Addressed above.
Review other policies in light of Equalities Policy to ensure consistency and correlation	Governors and staff to review policies and amend as necessary, in-keeping with review cycle	Governors Head Teacher	T&L and Resources Committees Head Teacher	Ongoing	Will continue in the coming year.

Aspect of the Equality duty	Action	Action by	Monitored by	By term	Review Spring term, 2021
Promote equality of opportunity	Ensure reference made to Equality Duty on website and prospectus	Head Teacher	Governing Board.	Annually	<p>During the pandemic, we have promoted access to home learning by providing electronic devices to families</p> <p>School educational visits suspended due to Covid-19. Next steps: ensure regular off-site experiences / inspiring visitors and projects for all year groups during the coming year.</p>

Appendix 2: Accessibility Plan 2020-2023

Action	Action by	Monitored by	By term	Review Spring term, 2021
Increase access to the curriculum by:				
Training staff as appropriate in PECS, in order to meet pupil needs.	SENDCos	SEN Governor	September 2020	The pupil initially requiring PECS support didn't take up a school place. However, we have an increasing need for PECS training and will action this objective during the coming year.
Embedding use of the Welcomm resources to improve children's Speech and Language development	School Communications Champion	T&L Committee	July 2021	Introduced in Early Years. However, implementation has been disrupted by the pandemic. We remain committed to this and will be using some of our Catch-up Premium funding to commission our own Speech and Language therapist for the coming year.
Increase access to the physical environment by:				
Fitting a sound field in a Reception classroom	School Support Manager	Resources Committee	July 2021	Disrupted due to the pandemic. We will action this in the 2021/22 academic year.
Adding a disability accessible pupil workstation when ICT suite is renewed.	School Support Manager	Resources Committee	July 2021	ICT suite has been moved / renovated and is accessible.
Improving accessible toilet facilities near to main reception and adding additional changing table.	School Support Manager	Resources Committee	July 2020	Accessible toilet added. However, there was insufficient space to accommodate an additional changing table.
Increase access to written material by:				
Ensuring that all children have access to visual resources to maximise their learning, including dyslexia friendly resources where required.	SENDCos	SEN Governor	Ongoing	Ongoing.
Ensuring that children with visual impairments are provided with aids as recommended by external professionals.	SENDCos	SEN Governor	Ongoing	Ongoing.