

# Higham Ferrers Nursery and Infant School

“Together, we enjoy learning in a happy, caring and friendly  
environment”



## SCHOOL EQUALITY POLICY

2016 - 2019

This Policy was agreed by the Governing Body in Summer 2  
(2016)

It will be reviewed in Summer 2 (2019)

Signed:

07/07/2016

(Chair of Governors)



## **1.0 INTRODUCTION**

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes.

Our Equality Policy is inclusive of our whole school community - pupils, staff, parents/carers, visitors and partner agencies. It explains how we aim to listen to and involve pupils, staff, parents/carers and our community in achieving better outcomes for our children and young people.

## **2.0 A DEFINITION**

Equal opportunities means ensuring that everybody has the right environment in which to achieve their full potential as individuals. This is only possible if there is collective responsibility to challenge all possible discrimination on the basis of race, gender, gender reassignment, socio-economic background, family groups, disability, religion, sexual orientation, age or any other characteristics that may lead to discrimination against any child seeking admission to the school, existing pupils, job applicants and existing members of staff.

## **3.0 THE EQUALITY ACT 2010 AND EQUALITY DUTY 2011**

The public sector equality duty was created by the Equality Act 2010 and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It applies in England, Scotland and in Wales. The general equality duty is set out in section 149 of the Equality Act. In summary, those subject to the general equality duty must have due regard to the need to:

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

The Equality Act introduced the concept of a Protected Characteristic. This replaces the Equality Strands of previous legislation, by giving legal protection from discrimination on the grounds of the following sets of characteristics:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief

- Sexual orientation

#### **4.0 ROLES AND RESPONSIBILITIES FOR IMPLEMENTING THE SINGLE EQUALITY SCHEME**

##### **OUR HEADTEACHER WILL:**

- ensure that staff, parents/carers, pupils, visitors and contractors are informed about our Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training, where appropriate, which enables them to implement the scheme
- develop partnerships with external agencies regarding our policy so that our school's actions are in line with the best advice available
- monitor the policy and report to our Governing Body on the effectiveness of our policy
- ensure that our Senior Leadership team is kept up to date with any development affecting our policy or actions arising from it

##### **OUR GOVERNING BODY WILL:**

- designate a governor with specific responsibility for our Equality Policy
- ensure that the action plans arising from the policy are part of our School Development Plan (SDP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review this policy every three years

##### **OUR SENIOR LEADERSHIP TEAM WILL:**

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to our policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in our SDP

##### **OUR PUPILS WILL:**

- be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy through our curriculum and shared school vision and values

##### **OUR PARENTS/CARERS WILL:**

- be given accessible opportunities to become involved in the development of our policy
- have access to our policy through a range of different media appropriate to their requirements
- be encouraged to actively support our policy through signing our *Home/School Agreement*
- be encouraged to attend any relevant meetings and activities related to our policy
- be informed of any incident related to this policy which could directly affect their child

##### **OUR WHOLE SCHOOL STAFF WILL:**

- be involved in the development of our policy
- be fully aware of our policy and how it relates to them

- understand that this is a whole school issue and be fully compliant with our policy
- make known any queries or training requirements

#### **RELEVANT VOLUNTARY OR COMMUNITY GROUPS AND PARTNER AGENCIES WILL:**

- be involved in the development of our policy
- be encouraged to support our policy
- be encouraged to attend any relevant meetings and activities related to our policy

### **5.0 EVIDENCE HELD IN SCHOOL TELLS US....**

#### **5.1 RACE**

- Policies reflect our schools aims towards eliminating inequality.
- Personal, Social and Health (PSHE) lessons are delivered to children, including anti-bullying.
- Other areas of the curriculum show that our school explores different race and culture.
- Policy and procedures are in place to effectively deal with any racial incidents.
- Parents/carers and children say they know where to get help immediately and any issue will be dealt with straight away.
- Data in relation to racial incidents shows that no incidents occur within our school, but there are robust procedures in place to deal with this if needed.
- Our school and locality have low ethnic diversity and the ethnic mix of staff follows this pattern.
- An on-line reporting system is now in use to record and monitor any incidents.

#### **5.2 DISABILITY**

- Clear signage, disabled parking bays, and other measures make good provision for disabled visitors.
- An Accessibility Plan is in place which is reviewed regularly in order to enable access for disabled pupils, staff and visitors.
- Pupils and staff with any form of disability are treated with respect and consideration with risk assessments, reviews, medical plans and meetings taking place as and when necessary.
- Our Personal Social and Health Education curriculum and class discussion ensure children are well informed and understand the needs of others across all walks of life.
- Children tell us that they feel safe at our school.
- Parents/carers, pupils, staff and visitors with a disability are welcomed into our school.
- Teaching Assistants are assigned to support pupils whose disability impacts on their school life.
- Children/staff with temporary disability (a broken limb, recovery from an operation etc.) have risk assessments put in place carried out with a personal evacuation plan.

#### **5.3 SEX**

- Recruitment procedures are fair and consistent.
- School data recognises that there is a gender gap in achievement in Writing and Reading. However our school aims for all groups to make

expected or better progress.

- Access to after school clubs is good for both boys and girls.
- Boys and girls are given the opportunity to explore a range of roles through play, and through our curriculum stereotypes are challenged.
- Our Governing Body membership is 60% female, 40% male.
- Staff overall is made up of 90% female and 10% male.
- Teaching staff mix is 90% female, 10% male.
- Support staff consists of 90% female, 10% male.

#### **5.4 GENDER REASSIGNMENT**

- Currently this does not apply as we have not been made aware of anyone in this situation, but the same fair and consistent practices would be applied.

#### **5.5 AGE**

- Recruitment process does not discriminate on grounds of age.

#### **5.6 PREGNANCY & MATERNITY**

- In respect of staff, those taking maternity leave have the opportunity to TO return on a flexible working pattern.
- Paid leave is granted for maternity related appointments.
- Specific risk assessments are done for staff who are pregnant.
- Health & Safety risk assessments are conducted.
- Key staff are aware of support mechanisms available to families who require additional services in relation to pregnancy and maternity and are able to signpost these.
- Risk assessments are put into place for staff who are pregnant.

#### **5.7 RELIGION & BELIEF**

- Our RE curriculum covers a range of religions and beliefs.
- All staff will explore and explain if questions arise about religion and belief.
- Our Personal Social and Health Education curriculum is delivered to children, including anti-bullying.
- There is the opportunity for children to opt out of collective worship.
- There are strong links with our local church.
- Data for pupils shows that XX% register with no religion; XX% register as Christian; 1% as 'other religion' with the remaining 1% made up of 2 Muslim, 1 Buddhist and 1 Hindu families.
- No internal data is available for staff.
- A new on-line system will support a more effective recording and monitoring process for any incidents that may occur.

#### **5.8 SEXUAL ORIENTATION**

- Staff deal with inappropriate language relating to sexual orientation through age appropriate discussion.
- An on-line reporting system will support data gathered in the event of any incident.
- Our school currently holds no data on sexual orientation either for staff or pupils.



## EQUALITY OBJECTIVES: 2016 - 2019

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who?	Timescale	Success Criteria
All aims of duty	All protected characteristics	To increase pupil awareness of legal and human rights and the responsibilities that underpin society	All pupils and staff	To use a selection of the UNICEF Rights of the child to promote an understanding of our responsibilities to others, our values and our duty to be a good citizen	PSHE lead in addition to SLT and whole staff	Sept 2016	Pupils are able to talk about each right and responsibility after it has been introduced to them
All aims of duty	Religion and Belief/Race	To increase the number and range of visitors into school to enhance the curriculum and to take assemblies	All pupils and staff	Organise a greater range and depth of visitors into school.	PSHE lead and R.E lead people	Sept 2016	Assemblies are taken by a range of people not just the Head, Deputy Head and staff.
To raise the attainment of boys in writing	Gender	To narrow the gap in attainment between boys and girls	All year groups	Focus the SDP on actions to address this aspect	Headteacher and Deputy Head teacher and all year group leaders and staff	Sept 2016	Gap is narrowed
Accessibility Plan	Disability	To provide effectively for the needs of disabled pupils, staff and parents/carers within our school community	Improved access for disabled pupils, staff and parents/carers	Display our Accessibility Plan on our school website  Update the Accessibility Plan regularly  Create a 3 year finance plan to prioritise all necessary improvements to our site and premises	School Business Manager and Inclusion Lead	Ongoing	Feedback from parents/carers, pupils and staff demonstrates satisfaction with the accessibility of our school.  Reviews of the accessibility plan by our Behaviour and Welfare committee hold our school to account with regard to making the necessary improvements.

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## ACCESSIBILITY ACTION PLAN

Area of audit	Issue	Action required	Time Scale
A - Approach and car parking	Poor lighting in car park	Update lighting	January 2016
	No white/bright markings on pathways to entrance door	Paint white lines at edge of entrance	Dec 2015
	No tactile signage or information for visually impaired	Investigate new signage, to include Braille	April 2016
B - Routes and external level change including ramps and steps	No handrails to ramps and/or steps	Identify ramps/steps that require a handrail	Begin planning for this action in April 2016
	Ramps and/or steps identified with visual/tactile signage	Investigate possible raised markings on pavement	April 2016
	Ramps and/or steps adequately lit?	Changes to external lighting close to steps/ramps	Begin planning for this action in April 2016

C - Entrances - including Main office reception	No induction loop fitted to the office	Investigation into induction loop system for office and relevant signage  **Advice from NCC - if there is a pupil/staff member with hearing impairment all staff to be trained in 20 basic signs (sign language) and 1:1 staff member full training in sign language.	The governors will respond if an individual child has a disability but requires a place in the school. They will follow the guidance of the Disability Discrimination Act
D - Horizontal movement and assembly	Corridors to be kept clear	Investigate different storage containers for book bags/coats	January 2016
	Fire exit signs to be at mid wall height	Order new fire exit signage and place at mid wall height	January 2016
	No induction loop in meeting areas	Investigation into induction loop for meeting areas across the school	The governors will respond if an individual child has a disability but requires a place in the school. They will follow the guidance of the Disability Discrimination Act
E - Vertical movement and internal level change	Not applicable - one level site	N/A	N/A
F - Doors	Wheelchair users not able to see through the glass panels in all doors (office, nursery and main entrance)	Plan for a program of work over time to change doors when an area is renovated or decorated	Ongoing

G - Lavatories	Signage from other parts of the school to direct to disabled toilet	Investigate new signage, to include Braille	Begin planning for this action in April 2016
	Emergency call system in disabled toilet - change alarm to alert office?	Change alarm system to alert the office	Begin planning for this action January 2016
	Change emergency pull cord in disabled toilet so it can be reached from the floor but avoiding strangulation hazard	Emergency cord to be attached to the wall but allow enough excess to fall to floor so it can be activated if someone fell	Begin planning for this action January 2016
H - Fixtures and fittings	School not equipped for hearing assistance	Investigate induction loop system	Begin planning for this action April 2016
	Lighting for people with visual impairment	Investigate changing lighting for new bulbs when required  Recent visit from NCC re DEC advised investment in new lighting may warrant some funding - advisor to contact SBM in due course.	May 16
	Tactile plan of the school	Investigate new signage, to include Braille - April 2016	Begin planning for this action in April 2016
	Training for staff on disability	Whole staff training on 4 <sup>th</sup> January 2016 with Mrs Farrell	04/01/2016
I - Information	Not applicable	N/A	N/A
J - Means of escape	Fire alarm is audible only - no visual alert	Discuss changes with Spectrum Fire - January 2016	Adults to ensure all children are evacuated - no pupil/staff with need for visual alarm as of 01/01/2016 - review



			and implement as required.
	Carry chairs required for people with physical impairment	Investigate purchase and either purchase before new budget or after - January 2016	January 2016
	Ramp for class 6 fire exit	JC making new ramp - January 2016	Ramp completed January 2016

