



## **Equalities Plan 2019-20**

### **1. Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not.

## **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Steve Corline. He sits on the Vulnerable Groups committee who meet regularly with the Head and SENDCO to track the progress of all vulnerable groups in school such as SEND, Disadvantaged, EAL and CIC. He will also:

- Ensure that any issues for pupils with protected characteristics are being addressed.
- Ensure he is familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

- Report back to the full governing board.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Meet with the equality link governor to raise and discuss any issues.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues and an equality link governor. They liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

All employment policies refer to the provisions of the Equalities Act 2010.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

**We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities.**

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

- The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to pupils with disabilities.

## Equality objectives:

### Equality objective 1

To minimise the difficulties and barriers faced by pupils and their families in all four areas of need in the SEND Code of Practice: Physical and Sensory, Cognition & Learning, Communication and Interaction and Social, Emotional and Mental Health.

### Key strategies to address this:

Accessibility checks on all areas of school (indoor and out), pupil conferencing,

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ensure all areas of the school are accessible for those with physical difficulties	SENDCO	Ongoing	See accessibility action plan <b>Evacuation Chair (£400)</b>	<b>SENDCO to monitor through observation:</b>  All areas of the school will be fully accessible to children and adults.
Provide additional physical resources for children to ensure they can access learning (Eg. Writing slope, keyboard, pencil grips, sensory respite, calm space, visual timetable etc)	SENDCO	Ongoing	See accessibility action plan	<b>SENDCO to monitor through observation:</b>  All children will be equipped to learn & progress will be evident

Arrange trips and activities for children with physical difficulties well in advance to maximise accessibility for all pupils	SENDCO /Staff	Ongoing	See accessibility action plan	<b>SENDCO to monitor through feedback:</b>  Pupils & parents will be positive about off-site activities and will feel supported to access these.
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## Equality objective 2

To plan a range of events to celebrate diversity and encourage respect, measured by the impact of pupils' understanding and positive attitudes.

Key strategies to address this  
Autism Awareness week, multicultural weeks, bullying awareness assemblies,  
Value respectful behaviour - Respect award every week

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Hold ASC awareness week	SENDCO/ staff	Spring 2020	National ASC website	<b>SENDCO to monitor through pupil conferencing:</b> Most children will be able to understand and articulate some of the key challenges faced by children with Autism that they know in school.
Hold Anti-bullying week with a focus on respecting differences between each other	HT/ SMSC lead	Autumn 2019	Assembly	<b>HT to monitor through pupil conferencing:</b>  Children will feel safe in school and know what to do if they did not feel safe.

Develop the RE multi-faith curriculum	RE lead/ Staff	Ongoing	Staff training	<b>HT to monitor through pupil conferencing:</b> Children will be able to articulate their knowledge, understanding and positive attitudes about other religions they have been learning about.
Ensure that the school environment reflects the diversity of the school population	HT	Ongoing		<b>HT to monitor through learning walks and pupil conferencing:</b> A range of children with different needs and life experiences will be able to articulate their sense of belonging to the OLOTA community.
Ensure that the new curriculum fully maximises all the possibilities to incorporate teaching about equality and diversity at home and across the World	HT/ SLT	Throughout the year	Staff training	<b>HT to monitor through book scrutinies, learning walks and pupil conferencing:</b>  Books show that children access learning about equality and diversity through the school's planned curriculum. Most children are able to articulate their views and age appropriate knowledge on the challenges faced by groups with protected characteristics and beyond.



### Equality objective 3

To improve links with minority groups in school to increase their sense of belonging within the school community.

Key strategies to address this: Staff meetings, training

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Produce flyers for main school events in Polish as well as English.	HT	Ongoing	Access to translation tool	<b>HT to monitor through feedback:</b>  An increased number of Polish families will attend school events.
Produce Polish version of questionnaire when seeking parents views.	HT	As needed		<b>HT to monitor through questionnaire feedback:</b>  An increased number of Polish families will give their views.