

Orchards Federation

EQUALITY POLICY



CHERRY TREE Primary School

Current Version	September 2016
Approved by Governors	November 2016
Reviewed by	A. Feeley
Consulted	Staff, LA, Governors
Review date	September 2018

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1. INTRODUCTION

- 1.1 Cherry Tree Primary School is a diverse school, where people from many different backgrounds and cultures work together. This school and its partners have a longstanding commitment to celebrating this diversity, promoting good relations between our diverse communities, and ensuring that its services are appropriate and accessible for everyone.
- 1.2 We want the school to be a place where every child is able to achieve their potential, regardless of their background, their circumstances, or where they live.
- 1.3 The school welcomes the Equality Act 2010, which restates the important role that we all play in tackling inequality and building strong and confident communities. This policy statement describes how the school responds to the requirements of the Equality Act 2010.

2. THE LEGISLATIVE CONTEXT: THE EQUALITY ACT 2010

2.1 The Equality Act 2010 ('the Act') sets out the law around equality matters in Great Britain. The Act provides protection against discrimination for the following range of diversity groups (or 'protected characteristics'):

- Age
- Disability
- Sex/gender
- Gender reassignment
- Race (including ethnic or national origins; colour; nationality)
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnership

2.2 In addition to the protected characteristics set out by the Act, the school believes it is also important to consider caring status and socio-economic conditions as part of its work around equality.

2.3 Under the terms of the Equality Act the school has a general duty to show that it has 'due regard' to:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it

3. THE SCHOOL'S RESPONSE TO THE EQUALITY ACT 2010

3.1 As set out in section 1, the school welcomes the provisions of the Equality Act 2010, and the emphasis which this places on local authorities as drivers of equality in their local areas.

3.2 As an employer, we strive to create a culture where diversity is respected and celebrated. We aim to:

- Ensure that all of our policies and processes are fair and help to advance opportunity between staff from all groups.
- Reaffirm that effective leadership and operational delivery on equalities matters is a core competency for the leadership team, and ensure that they are aware of and have the training and information they need to fulfil their obligations under equality legislation.
- Ensure that all staff have the appropriate training to support and respect the differing needs of our diverse communities. This is particularly important for those staff members who are working with vulnerable children, and those at risk of social exclusion.
- Have a workforce which is broadly representative of the local population in the long-term.
- Seek to ensure that our workforce is representative across all levels, including the highest tiers.
- Create an environment in which employees from across the range of protected characteristics feel satisfied with and supported in their work.

3.3 The school's equality duties include eliminating discrimination through the application of a robust policy framework that underpins our roles as employer and service provider:

3.3.1 Eliminating discrimination in the workplace

Our policies are clear about eliminating discrimination in the workplace by ensuring that fair and equal opportunity is afforded to staff from all groups and that individuals have recourse to an objective Panel hearing, if necessary, to test any issue of fairness in relation to conduct, treatment or behaviour at work. Further, all matters relating to employment terms and conditions are determined in consultation with the recognised Trades' Unions through a system of collective bargaining, which ensures that matters of collective equity are addressed from inception.

Those policies which are most pertinent to equalities matters are listed below:

- Managing Capability procedure
- Code of conduct policy
- Dismissal and disciplinary procedure
- Domestic violence policy
- Flexible working request policy
- Grievance procedure
- Leave of absence policy
- Managing sickness absence framework
- Maternity and paternity policies
- Recruitment and selection code of practice
- Religious observance guidance
- Redundancy policy
- Retirement procedure
- Whistleblowing policy

3.3.2 Eliminating discrimination as a service provider

As a school, our services are based on a firm and objective understanding of children's needs and the recognition that, while we would expect all children to receive an equitable standard of service, different children will have differing needs and requirements.

3.3.3 Advancing equality of opportunity

As an employer, the school has an opportunity to advance equality of opportunity in employment, both as an individual employer; and as a member of the employer community in Bolton.

Within the workplace, we believe that having an organisational culture where diversity is respected and supported is essential. We aim to provide a comprehensive package of training around equalities matters for all our managers, built into our package of essential skills and knowledge for those in leadership roles.

3.3.4 Fostering good relations

The school has an important role in the community, and fostering good relations is a central part of our work to build community and social cohesion in the local area. Engaging effectively with our communities is central to our success, since this helps us to understand the issues which are of importance to our communities.

Equality Objectives

Overarching statement

- In accordance with our Governing Board aims; we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The **governors** are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The **Executive head teacher** is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are 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;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents; □ being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender □ keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The **head teacher** is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

1. Race Equality Plan 2016-18

Introduction

This plan sets out how Cherry Tree School will work to promote race equality.

Impact Assessment

In regard to the general duty under the Race Relations (Amendment) Act 2000 the SLT and Governing Body regularly review and monitor procedures and policies, including the 2008-11 Race Equality Plan. This plan (2016-2018) addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

Action Plan to address the General Duty to promote race equality

Actions	How? & When?	By whom	Resources & cost	Evidence that it is completed & monitored
Inform school community of the existence of the Race Equality Policy	Publicise on school web page. Staff meeting agenda item and place updated staff copy in staff policy file Summer Term 2016	EHT, Chair of Governors	Time	Sample of new parents questioned that they have seen this on the web page. Staff Meeting minutes
Ensure all new staff and volunteers are aware of the procedures for recording and reporting racial incidents	Part of the Induction procedure for new staff.	EHT SENCO TLR	Time	Understanding by staff and volunteers of what constitutes a racist incident, and how to act in the event of one.

Continue to develop more links with local schools within cluster	Continue to involve school council in developing pupil voice within cluster. Use positive images of multicultural society Fair-trade	SENCO Class teachers	Time	Children more aware of local issues. Displays in school reflect a multicultural approach
Continue to provide opportunities for children to visit places of importance in multicultural society	Continue to plan trips to church, mosques, synagogues. Relevant to curricular theme studying	RE subject leader	Time and WOW visit cost	RE Subject Leader to monitor.
Celebrate the different cultures within school.	Assemblies, curriculum, parties (e.g. Christmas, Eid Divali etc)	SLT	Time	Head Teacher's report to Governors

The next race equality plan in 2018 will build upon this plan's actions, the results of monitoring, and other information.

Signed: Holly Bonfield Chair of Governors

2. Disability Equality Plan 2016

Action Plan to address the disability equality duty

Introduction

This plan sets out how the Governing Board of Cherry Tree Primary School will work to promote disability equality. A person is disabled 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. This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme.

Access to Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Action	Timescale	Resources	Responsibility	Monitoring
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> Review accessibility of ICT (including any new whiteboard) Prioritise new software to purchase. 	Autumn Term 16	Time	ICT Co-ord & SENCo	Leadership Team
To liaise with Nursery providers to review potential intake for	To identify pupils who may need additional to or different from provision for Sep each intake	Sept annually From 16		HT EYFS 2 teacher	Procedures/equipment/ ideas set in place by Sept 2015/16.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Beginning 2015/16		HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To plan provision for pupils with specific medical conditions.	To liaise with Key Worker, the Health Teams, TAs, new class teacher and parents e.g. update epilepsy or epipen training for appropriate staff.	Ongoing throughout 2016/17		HT TAs SENCo	Pupil to make good progress.
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016/17.		HT All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils' on going health needs.	To ensure collaboration between all key personnel	Ongoing throughout 2016/17.		HT Y4 Teacher TAs Outside agencies	Clear collaborative working approach

To ensure full access to the curriculum for all children.	Utilise Green Fold Staff, LA Consultants; CPD for staff and development of; - <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Termly		Teachers SENCO Special school Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly		Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
To monitor attainment of Able, G & T pupils	More Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually		Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results

<p>To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wheelchair access <input type="checkbox"/> Screen magnifier software for the visually impaired <input type="checkbox"/> Features such as sticky keys and filter keys to aid disabled users in using a keyboard <input type="checkbox"/> Elklan and Communication Friendly School training for all staff <input type="checkbox"/> Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. <input type="checkbox"/> Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>Annually</p>		<p>SENCO r to lead. Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
<p>To evaluate and review the above short and long term targets annually</p>	<p>See above</p>	<p>Annually</p>		<p>SMT, Core Curriculum co-ordinators Governors</p>	<p>All children making good progress.</p>
<p>To deliver findings to the Governing Body</p>	<p>SEN (Community Inclusion Committee) Governors meeting</p>	<p>Annually Termly SEN Governor / SENCO meetings</p>		<p>SENCO/ SLT/SEN Governor</p>	<p>Governors fully informed about SEN provision and progress</p>

<p>Create effective learning environments</p>	<p><input type="checkbox"/> Continue to ensure all classrooms and resources are organised in accordance with pupil need.</p> <p><input type="checkbox"/> Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p>	<p>Termly</p>		<p>All staff</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>
<p>Ensure the new curriculum addresses the needs of, and is appropriate for, pupils with disabilities</p>	<p><input type="checkbox"/> Review accessibility of all areas of the curriculum.</p>	<p>Autumn Term 2016</p>	<p>Time</p>	<p>All subject leaders SENCo</p>	<p>Leadership Team</p>
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<p><input type="checkbox"/> Audit participation in extra- curricular activities and identify any barriers.</p> <p><input type="checkbox"/> Work with Green Fold School to provide additional therapies, support as necessary</p> <p>Work with 'out of school hours' provider to increase opportunities available.</p> <p><input type="checkbox"/> Ensure school activities are accessible to all students.</p> <p><input type="checkbox"/> Investigate TA flexibility to cover extracurricular activities if needed.</p>	<p>Autumn 2016</p>	<p>Governors to identify contingency budget for TA cover for extracurricular activities if needed.</p>	<p>All staff leading clubs</p>	<p>Leadership Team</p> <p>Governors</p>

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Action	Timescale	Responsibility	Monitoring
Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> · Review personal evacuation plans. · Creating a parking space for disabled parents and parents of disabled children to drop off & collect children · Adopt a more proactive approach to identifying the access requirements of disabled parents when their child starts at the school 	During re-surfacing, or extension of car parks. To be constantly reviewed	SENCo and SEN TAs Premises Manager	Governors
Improve physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT SENCO	Creation of blue/conservatory rooms provide quiet space for groups
Ensure visually stimulating environment for all children	Regularly updated displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting Environment maintained.

Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> · Create access plans for individual disabled children as part of IEP process · Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. · Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	Each September (2016) and to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENCO to update training by liaising with external agencies, Green Fold Paediatric Nurse identifying training needs and establish clear medication Records where needed.	With immediate effect to be constantly reviewed	Deputy Head Teacher SBM Occupational health	
Ensuring disabled parents have every opportunity to be involved	<p>Parking space for disabled to drop off & collect children</p> <ul style="list-style-type: none"> <input type="checkbox"/> offer a telephone call to explain letters home for some parents who need this <input type="checkbox"/> adopt a more proactive approach to identifying the access requirements of disabled parents <p>Split school start finish times to facilitate this</p>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To continue to improve school grounds	Plan improvements to EYFS & KS1 /2 outdoor spaces AFA grant to pay for Improvements in outdoor provision	Ongoing	Business manager Premises Manager Head teacher	Outside area more inviting.
To improve community links	School to continue to have strong links with schools in Bolton Authority and the wider community. Involvement in network cluster events, Charities, local businesses, community use etc	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Bolton and the world and their needs Improved community cohesion

To make the school play area more accessible and user friendly for pupils with mobility, sensory and social difficulties	Maintain ramps to ease access around the school grounds making the school play area more accessible when any area is updated.	Ongoing	HT School Council Premises manager	To have painted play ground to enable pupils to fully participate in games. Access for all to school facilities.
Continue to develop interactive playgrounds and facilities – quiet area	Look for funding opportunities	Ongoing	Business Manager Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	Premises Manager PSHE Co-ordinator SLT	No accidents
To achieve silver eco schools award and accreditation of Enhanced Healthy Schools award	Maintain Healthy Schools Status		PSHE/Healthy School Co-ordinator Whole school approach	Achievement of award

To improve the delivery of information to disabled pupils and parents

Target	Action	Timescale	Responsibility	Monitoring
<p>Improving Communication and Information Sharing</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> · Large print and audio formats etc as required. · Monitor uptake of documents in alternative formats · Review accessibility of newsletter and letters for parents. · Homework information available as information sheets in alternative formats as appropriate. 	Autumn Term 2016	Business Manager	Governors
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> · Continue to monitor data in relation to recruitment, retention and professional development. · Encourage disclosure of disability. 	Ongoing	Head Teacher	Governors
<p>To ensure any pupil with hearing impairment has access to all areas of the curriculum</p>	<p>Monitored/improved by sensory support service</p>	<p>Ongoing Each year classroom upgraded</p>	<p>SLT / Sensory Support Service</p>	<p>System fitted and being used where necessary.</p>
<p>Parent with Hearing impairment</p>	<p>Regular communication with Parents Interpreter provided for parents' eve/annual reviews</p>	Ongoing	<p>Class teacher SLT</p>	<p>Two way communication in place.</p>

To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
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The Disability Equality Plan will undergo review every 2 years.

Signed: Holly Bonfield Chair of Governors

3. Gender/ Transgender Equality Plan 2016 **Action Plan to address the Gender and Transgender Equality Duty**

Introduction

This plan sets out how the governors of Cherry Tree Primary School will work to address the General Duty to promote gender equality. This plan addresses our Specific Duties under the Equality Act 2006.

Areas to be considered for their Gender / Transgender Equality relevance	Actions	By whom?	Resources & cost	Evidence it has been completed
Curriculum	Ensure sexist assumptions and gender stereotypes are discussed and challenged in materials and schemes of work as necessary.	Subject Leaders Staff	Awareness raised at staff briefings Cost: resources purchased by subject leaders	A Broad and balance curriculum is in place.

Partnerships with parents and community	Ensure fathers/male carers can participate as fully as possible in their children's education Ensure that consultation with local community (including faith groups) includes consultation with both female and male community representatives	C& F Team	As identified in LPPA Action Plan	As identified in LPPA Action Plan
SEN	Monitor all elements of SEN register by gender, assess and take any necessary action	SENCO	Management time	Evidence shared at pupil welfare and community committees
Lettings, visitors	Ensure anyone visiting or using the building is aware of & does not breach GE Policy	Premises Manager & office manager	n/a	GE Policy upheld
Employment Issues - Staff Recruitment - CPD/training	Ensure recruitment is free from discrimination Removal of any gender/personal information from Applications recruitment process. Provide CPD in unbiased fair recruitment	Executive Headteacher Business manager,	Time	Audit/monitoring of recruitment practices
Conditions	Ensure GE /TGE policies are followed across the Federation	Headteacher	n/a	Regular monitoring
Teaching and learning	Ensure the curriculum does not provide information likely to stereotype or discriminate against any gender or transgender	PSHE Curriculum Coordinators	n/a	Audit annually
Behaviour	Ensure any incidences of discrimination, hate incidents are recorded and dealt with according to the behaviour Policy	HT	n/a	Report termly in key Documents to School Effectiveness Committee

<p>Improving Communication and Information Sharing</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> · Large print and audio formats etc as required. · Monitor uptake of documents in alternative formats · Review accessibility of newsletter and letters for parents. · Homework information available as information sheets in alternative formats as appropriate. 	Autumn Term 2016	Business Manager	Governors
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> · Continue to monitor data in relation to recruitment, retention and professional development. · Encourage disclosure of disability. 	Ongoing	Head Teacher	Governors
<p>To ensure any pupil with hearing impairment has access to all areas of the curriculum</p>	Monitored/improved by sensory support service	Ongoing Each year classroom upgraded	SLT / Sensory Support Service	System fitted and being used where necessary.
<p>Parent with Hearing impairment</p>	<p>Regular communication with parents Interpreter provided for parents' eve/annual reviews</p>	Ongoing	Class teacher SLT	Two way communication in place.
<p>To ensure all children with ASD have access to the curriculum</p>	<p>Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.</p>	Ongoing	All staff to be aware	ASD children able to access curriculum.

The next Gender/Transgender Plan in 2018 will build upon this plan's actions, the results of monitoring, and other information.

Signed:Holly Bonfield Chair of Governors