

TRAFALGAR INFANT SCHOOL



Policy for Single Equality

Statement of intent

At Trafalgar Infant School we believe in equality of opportunity.

We will follow the existing equality legislation (The Equality Act 2010) that now extends protection from discrimination in nine areas: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

We will eliminate unlawful discrimination, advance equality of opportunity and foster good relations for children, staff, mothers, fathers, carers, and all others who use the school facilities.

We will meet diverse needs and advance equality by:

- Having a whole-school Inclusion policy and following it in practice.
- Having an Accessibility Plan – aimed at reducing barriers to achievement by making reasonable adjustments for children and adults who are disabled and/or have special educational needs; improving the physical environment to enable disabled children/all other users of the school to take advantage of education, facilities and services provided; improving the availability of accessible information to disabled pupils, staff, mothers, fathers and carers.
- Having a Behaviour Management and Anti-Bullying policy and following it in practice
- Securing and maintaining outstanding teaching, learning and assessment for all children.
- Closing the gap in achievement between different groups and national standards by:
 - knowing about the relative attainment of different groups of children including those entitled to Pupil Premium, through monitoring, tracking and analysing information and data.
 - carefully focusing interventions
 - showing evidence of impact of these interventions and using that evidence to plan the next steps
 - identifying groups of children at risk of underachieving
- Building a cohesive school community where children and adults can thrive.
- Showing compliance with the public sector equality duty, reviewing annually, and including at least one equality objective every four years.

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Responsibilities

Governors are responsible for:

- Ensuring that the school complies with the relevant equality legislation
- Ensuring that the school Equality Policy and its procedures are followed
- Ensure that the policy is reviewed annually

The named governor with responsibilities for equalities is Eliza Nash.

The **Headteacher and Leadership Team** are responsible for:

- Ensuring that the school Equality Policy and its procedures are followed
- Ensuring that the policy is reviewed annually
- Ensuring that at least one equality objective is published in an Equality Action Plan
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination against all members of the school community to investigate **all** incidents of bullying.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training

Staff, mothers, fathers, carers and pupils will be aware of the Equalities Policy, understand and comply with the school's expectation in relation to the equalities duties

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

Admissions Procedures

In our admissions procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation. (Ref: Local Authority 'Admission to Primary School' booklet)

The Curriculum

We aim to make our curriculum full and challenging. (Ref: Curriculum framework). We will audit resources to eliminate stereotypical images and ensure a variety of resources (including staff and parents) are used, and activities are planned to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community e.g. Inclusion Week

We aim to meet the needs of all pupils by differentiated planning and practice in the classroom and in the school as a whole. (ref: Learning and Teaching Policy, SEN Policy, Inclusion Policy.)

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Ethnic Monitoring

We monitor pupils by ethnicity in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity.

We use ethnic data to monitor pupils' attainment and progress and to set targets

We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language. (ref: Provision Map, Target Tracker.)

We use ethnic data to monitor reward, sanctions, exclusions and attendance.

(ref: termly year group monitoring meetings and twice termly attendance meetings with EWO.)

Breaches of the Policy

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The leadership team have responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils. The headteacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

Reviewing and Monitoring the Policy

The policy will be reviewed annually alongside the equalities action plan.

Publication of the Policy and Consultation and Feedback to Parents and Carers

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request

When necessary, consultation may be undertaken with mothers, fathers and carers via PTA meetings and questionnaires. Feedback from the audit and review of the policy and any mother/father/carer consultation will be given via the school website and letters home.

Examples of Good Practice

These will be shared with mothers, fathers, carers, pupils, staff, governors, schools and the local authority. (e.g. Inclusion Week.)

Other References:

TIS Flexible Working Policy July 2014

NAHT Discipline Policy

TIS School Complaints Policy

NAHT Conducting an investigation – complaints, disciplinary and grievance

LA Whistleblowing Policy

TIS Whistleblowing Policy

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Reviewed by Governors Spring 2017
Next Review: Spring 2018

Date of change	Summary of significant changes and the reasons
Spring 2016	Correction to names of related policies. Removal of EMTAS references. Tidy up of Ethnic Monitoring section for clarity.
Spring 2017	TIS Whistle blowing Policy added to list of 'Other References'. Equalities Link Governor is now Eliza Nash.

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Equalities Action Plan Jan 2017 – Jan 2018

Key Issue/objective	Action	Person responsible	Timescale:	Success criteria:	Impact
There is a need for whole school refresher training on Equality and the Equalities Act due to the turnover of staff.	Source appropriate training that can be made available as part of an In-Set day.	JD	Sept 2017 In-Set day	All staff to be aware of their duties with regard to ethical practice.	<i>Carried forward from 2016-17.</i>

Equalities Action Plan Jan 2016 – Jan 2017

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Equalities Action Plan 2014 - 2015

Key Issue/objective	Action	Person responsible	Timescale	Success criteria	Impact
All visitors to the school, including private after school club providers, to be aware of their responsibility to comply with the school's policy.	Check current procedures and information given to providers and received from them.	JD, DS and BT	By end of academic year	All visitors aware and comply with school's policy	Successfully challenged an external holiday club for inclusion of SEN child.
Review staff recruitment protocol, policy and practice to ensure compliance with current guidelines.	JD to discuss this with LT and FO. Also, attend up to date recruitment training.	JD, LT and FO	By end Summer Term 2015	Staff recruitment protocol, policy and practice compliant with current legislative guidelines	We now have a recruitment pack which shows compliance with current guidelines