



St. Jérôme Church of England
Bilingual School

Equality Policy
Including Equality Plan and Accessibility Plan

April 2016

Executive Headteacher.....

Revd D. R. Norris

Chair of the Governing Body.....

Ian Fernandes

Date:~

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1. Mission statement

At St Jérôme Church of England Bilingual School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. As a rights respecting school we believe that all children have rights and responsibilities to uphold the right of others.

The achievement of pupils will be monitored by race, gender, disability and socio-economic background. We will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Jérôme Church of England Bilingual School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific action plans (Equality and Accessibility) set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

A. Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data by ethnicity, gender, disability and socio-economic background and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents / carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

B. Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for 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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this scheme outlines the actions St Jérôme Church of England Bilingual School will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes race equality;
- Assess the impact of our policies and action plans, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from minority ethnic groups;

4b. Disability

This section should be read in conjunction with the school's Inclusion Policy and the Accessibility Plan that follows this scheme.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers are deemed disabled before they experience the long-term and substantial adverse effect on their activities).
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish as part of this scheme our disability equality goals and actions to meet them;
- Prepare and publish as part of this scheme an Accessibility Plan to increase access to education for disabled pupils in the three areas of:
 - Increasing the extent to which disabled pupils can participate in the school **curriculum**;
 - Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - Improving the delivery to disabled pupils of **information** which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish as part of this scheme an Equality Plan which covers our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation.

4e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this scheme and the actions within it have been informed by the input of staff, pupils and parents and carers. In the first year that St Jérôme Church of England Bilingual School is open we will develop the plan through:

- Discussion at SLT meetings.
- Staff meetings / INSET;
- Surveys on children's attitudes to self and school.
- Discussions at annual reviews.
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this scheme and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Executive Headteacher and Senior Leader responsible for Equalities

It is the Executive Headteacher's role to implement the school's Equality Scheme and Action Plans and s/he is supported by the governing body in doing so.

It is the Executive Headteacher's role to ensure that all staff are aware of the Equality Scheme and Action Plans, and that teachers apply these guidelines fairly in all situations.

The Executive Headteacher ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.

The Executive Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Executive Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Scheme and Action Plans.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head of School.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, phase leader, head of school and executive headteacher where necessary. Incidents are reported to the Head of School where appropriate and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: *'any incident which is perceived to be racist by the victim or any other person'*.

Types of discriminatory incident

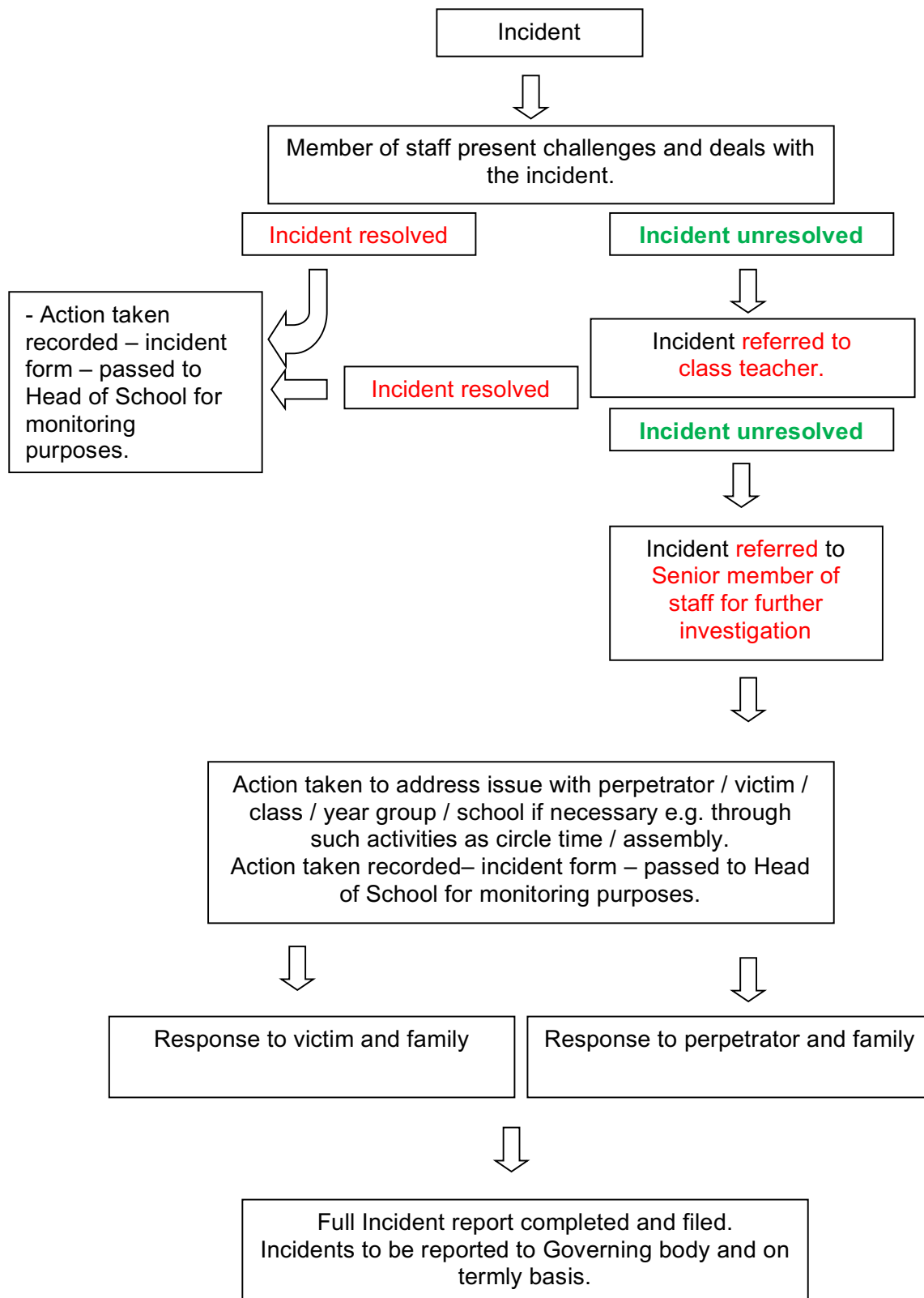
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



An incident is deemed resolved if no further complaint or issue is raised. As per the school's complaints policy it is normal to contact any person who makes a complaint/ reports an incident shortly after resolution to ensure that it has been fully resolved to satisfaction.

8. Review of progress and impact

The Equality Plan is agreed by our Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality and Accessibility Plans annually and review the entire scheme and accompanying action plans on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, disability socio-economic background to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish our Equality Scheme, Equality and Accessibility Plan, we will:

Publish our plan on the school website;

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;

Make copies available in alternative formats where requested.

Make sure hard copies are available from the school office.

10. Action Plans

(see following pages)

EQUALITY PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan. This Action Plan should be cross referenced with the Raising Achievement Plan and other policies and documents as set out at the beginning of the Single Equality Scheme.

| Equality Strands | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|-------------------------|--|--|--|----------------------------------|---|
| All | Publish and promote the Single Equality Scheme and plans through the school website, newsletter and staff meetings. | Question about parent awareness of the Single Equality Scheme in the annual survey? | Head of School | April 2016 | All staff familiar with the principles of the Single Equality Scheme and Plans and use them when planning lessons, creating class room displays and dealings with individuals. Parents are aware of the Single Equality Scheme and Plans |
| All | Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Achievement data analysed by race, gender, disability and socio-economic background – additional support in place at Wave 2 / Wave 3. | Head of School | PPMs (Pupil Progress Meetings) | Analysis of teacher assessments / annual data - demonstrates the gap is narrowing for equality groups. |
| All | Ensure that through the curriculum and collective worship issues of equality and diversity are discussed. These will reflect the school's diversity in terms of race, gender and disability. | Curriculum planning and planning for Collective Worship show that equality and diversity are being discussed. | Executive Headteacher, Head of School, RE coordinator and worship leader | ongoing | Increased awareness of issues related to disability, equality and diversity. |
| All | Recognise and represent the talents of disabled pupils in Gifted and Talented programmes and ensure representation on the programmes fully reflects the school population in terms of disability, race and gender. | Gifted and Talented register monitored by race, gender and disability. Access to GT activities monitored for equality of race, gender and disability. | Head of School | By Sept 2016 | Analysis of the Gifted and Talented register indicates it is reflective of the school's diversity. |
| All | Ensure that displays in classrooms/corridors promote diversity in terms of race, gender, disability, and home language. | Increase in pupil participation, confidence and positive identity. | Class teachers | ongoing | More diversity reflected in school displays across all year groups |

| Equality Strands | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|--------------------|--|---|--|---------------------------|--|
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising etc. | School council representation monitored/ participation in assembly and class additional activities monitored by race, gender, disability | Member of staff leading on school council / class teachers | ongoing | Diversity in school council membership / participation in additional school activities. |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Single Equality Scheme. Report the figures to the Governing body termly | The Head of School, Executive Headteacher and Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | Head of School, Executive Headteacher and Governing body | Termly report | Teaching staff are aware of procedure and respond to racist incidents |
| Community cohesion | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. pupils study Judaism as an alternative faith in R.E. Increase opportunities for pupils to visit places of worship of other faiths. | Discussions with children in class / assemblies. Planning and children's monitored to ensure they reflect cultural events and a range of faiths and places of worship. | RE co-ordinator / class teachers. | Ongoing | Increased awareness of a different faith community. All year groups have visited a place of worship. |

Signed:

Date: April 2016

Review Date: April 2017

ACCESSIBILITY PLAN

| Equality Strand Accessibility | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|--|--|---|---|----------------------------------|--|
| Increasing the extent to which disabled pupils can participate in the school curriculum . | Increase access to assisted technology / technology packages to support learning. Explore the use of the ipad as a tool for inclusion. | New technology is supporting the needs of learners, | Head of School | Ongoing | Improved access to the curriculum for targeted individuals / groups. |
| | Continued programme of staff training e.g. language and communication, autism and other learning needs. Key staff to disseminate training in school. | Audit of staff training / needs. Programme of training identified. Training cycle implemented – evidence in observations /Learning Walks of implementation of training. | Head of School / all staff. | | Increase in staff knowledge/understanding about various disabilities. Staff are increasingly able to meet the needs of children through implementation of strategies to support curriculum participation and monitoring of pupil progress. |
| | Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs, use a variety of learning styles and are differentiated appropriately | Learning walks / classroom observations – focus on learning styles / strategies and differentiation. | Head of School / all staff. | | |
| | Alternative arrangements made to facilitate trips and extra-curricular activities e.g. transport and staffing to ensure that all pupils can participate in these activities. | Participation in trips and extra-curricular activities for all children. | Class teachers | | School visits are accessible to all pupils regardless of attainment or impairment. |

| Equality Strand Accessibility | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|--|--|--|--|---------------------------------|--|
| Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. | <ul style="list-style-type: none"> Target / Increase the use of visual materials and signage in classrooms and around school. | Learning walks and observations with a focus on the classroom environment. | Class teachers | Ongoing | Class rooms / key areas of the school have clear visual signage – pupils being directed to signage and responding to the increase in visual support. |

Signed:

Date: April 2016

Review Date: April 2017

Guidance for school staff and governors

- Is pupil achievement analysed by race, disability, gender and socio-economic background? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is information collected on race, disability, gender and socio-economic background with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?