

Barford



Primary School

Equality Scheme

Overarching statement

- In accordance with our school values 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 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 Headteacher is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Disability Equality Scheme for Barford Primary School, Norfolk

March 2011-2014

Introduction:

The 2005 amendments to the Disability Discrimination Act place a duty on all public authorities when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

NOTES:

The definition of disability under the law is a wide one. A disabled person is someone who has a

- *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This Disability Equality Scheme sets out the ways in which Barford Primary School will meet its general and specific duties.

Barford Primary School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Barford Primary School endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The Access Plan of Barford Primary School 2006 – 2009 already lays out the plans to increase access for disabled pupils in line with the planning duties in the Special Educational Needs and Disability Act 2001.

The Governing Body is committed to equality of opportunity at Barford Primary School in every area of school life. The Governing Body will take all reasonable steps to ensure equality of opportunity for pupils regardless of gender, race, age, ability, disability or special educational need. It will promote equality of opportunity between disabled persons and other persons and promote positive attitudes towards disabled persons as set out in its Disability Equality Scheme.

The Governing Body is committed to the development and positive application of procedures aimed at promoting equality of opportunity in employment so that potential and existing employees are not disadvantaged because of gender, marital status, race, ethnic origin, religion, disability, age or sexual orientation.

Meeting the needs of disabled people

NOTES:

The new entrance for the pupils and the new hall built in 2005 took the needs of disabled people into account and the school agreed to the recommendations made to ensure good access. However, there remains a difficulty with access to the school office and plans have been drawn up and approved by the Governing Body to significantly improve access through the front of the school.

In autumn 2011 we will be changing the arrangement of classes in the school in order to enable a child with a physical disability to have full access to everything he needs.

In 2008 the governors agreed to go ahead with replacing the gravelled driveway with a tarmac surface to allow wheelchair access and with disabled car parking spaces marked.

The ongoing internal decorations programme has considered the visual impact of colour schemes to aid visually impaired staff, pupils or visitors. E.g. colour choices for hall decoration August 2005, ICT suite August 2007. This approach will continue.

Barford Primary School has involved disabled people in the development of this Scheme by:

*Consulting parents and governors via the school newsletter
Eliciting the views of disabled pupils
Discussions at School Council meetings
Talking to disabled staff*

NOTES:

A disabled staff member (diabetes) felt she had been treated very fairly on application with induction meetings to discuss any requirements or support needed.

School Council felt that 'you just do treat people fairly, don't you'. They also said that if there was a wheelchair user then access to our two mobiles would be a problem.

A leaver pupil in 2007 and her family said that the school had worked very hard to give the pupil tremendous support for her disability (epilepsy) including ensuring she was well supported on a residential school visit.

Governors have worked to increase accessibility of the school. They felt the gravel driveway and lack of disabled car parking spaces were a barrier for disabled staff and visitors and this area was consequently asphalted.

Barford Primary School will continue to collate data and evidence to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty.

The recruitment of disabled employees

NOTES:

Barford Primary is a small school. There has been one application from a disabled person for employment in the last 5 years. That employee was successful at interview and has been in post since September 2006.

Development and retention of disabled employees

Satisfaction of disabled employees with the arrangements made for them – access to the staff room, provision of specialist equipment, arrangements to enable attendance at medical appointments.....

NOTES:

Diabetic staff: attended medical workshop and appointments as needed. She made other staff and first aiders aware of her condition and of the location of medication. Other staff are aware of her need for injections and eating at required times. Staff member to rest in staff room (having informed first aiders and Headteacher to arrange cover) if feels 'shaky'.

A dedicated medical room for privacy for injections (rather than the staff toilet) and for rest would be beneficial but no spare space available in school.

Educational opportunities available to disabled pupils:

NOTES:

Epileptic child:

Risk assessments were carried out and adjustments made to allow child to take part in residential visit. Risk assessments were carried out for general support and for specific events e.g. school performance.

Physical disability

A child with a physical disability joined the Reception class in September 2010. He is provided with assistance to put on leg supports and for P.E.

Pupils with SEN needs are supported through the SEN provision (inside classes and through intervention sessions) and staff made aware of their needs. They make good progress against national data. (Raiseonline)

Pupils with emotional and behavioural needs have been given a great deal of support with plans carefully drawn up and risk assessments where appropriate. Every effort has been made to ensure the children are appropriately supported within the resources of the school.

Achievements of disabled pupils

NOTES:

Pupils with SEN have made better progress than pupils with SEN nationally.

The information gathering detailed above will enable Barford Primary School to review the effectiveness of the Action Plans

NOTES:

The following action plans and experiences will provide useful information for ensuring future pupils or adults with the same disabilities can be effectively supported.

Impact assessment

Barford Primary School is keen to ensure that none of its policies and practices disadvantage disabled people.

Following consultation Barford Primary School will consider the impact of policies and practices on disabled people in the following areas:

Our arrangements for parental consultations consider the needs of disabled parents. We have a disabled parking space and consultations are held in the main building which is accessible to people in wheelchairs or with restricted ability.

We currently do have some disabled representation on the Governing Body.

NOTES:

There has been a long term concern over the physical accessibility of the building. The two mobiles are not easily accessible for physically disabled and the headteacher's office and staffroom are not accessible to anyone unable to manage the small, steep, winding staircase.

The Headteacher offers to meet parents or visitors in the ICT suite or the library if they are physically unable to manage the stairs. This is possible but not always an equal experience. A staff member unable to access stairs would feel excluded from the staffroom. There is no feasible alternative without an expensive building project.

Governors' concerns over the accessibility of the driveway led to the improvements being made in 2008.

Action Plans

Based on consultations, taking account of the information gathered, and in order to meet the duties, Barford Primary School has developed the following Action Plans to promote Disability Equality.

4. Action Plan to address the disability equality duty

Outcome	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons	(see also Accessibility Plan)	HT	ongoing		School fully accessible in all classrooms is the aim but to date the school continues to have two mobile classrooms.
ii. Eliminate unlawful discrimination	Continue to be vigilant				
iii. Eliminate harassment related to disabilities	Continue to be vigilant				
iv. Promote positive attitudes to disability	Include people with disabilities in lesson resources.	All staff	Ongoing		Pupils can talk about some disabilities and see evidence of people achieving and living their lives.
v. Encourage participation by disabled people	HLTA on NPETCS course which will help her develop strategies to improve participation in PE activities.	HLTA and other staff	Ongoing		
vi. Take steps to take account of people's disabilities	Make premises plans and adjustments <ul style="list-style-type: none"> - Plans for new front lobby - Move classes to ensure disabled child not disadvantaged. 	Governors and Head	Ongoing		Pupils able to take part fully in life of school.
Other actions required (please list) Educational Opportunities Achievements, e.g: School Trips Participation in all activities and services school provides Pupils in position of Responsibility Work Experience	Where there are special needs, school trips and other activities will be adapted as necessary.	All staff	Ongoing		Pupils able to take part fully in a wide range of activities.

5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	Continue to support all SEN pupils to access curriculum and make good progress.	SENCO, SEN HLTA and all staff	Dec 07	ongoing	Data shows pupils achieving at least expected progress. Raiseonline data.
ii. physical improvements to increase access to education and associated services	Govs and head highlighted need for accessibility improvements in proposed building developments plan	Head Governors		2011	Premises development plan proposes improvements.
iii. improvements in the provision of information in a range of formats for disabled pupils	Remind staff of need to cater for pupils with special needs re coloured paper, special writing implements, etc. Continue to refer pupils for screening.	SEN HLTA	ongoing		Pupils identified All children are fully able to access resources for the curriculum.

Barford Primary School will review the Disability Equality Scheme at least annually. We shall report on the steps taken to fulfil the plans, detail the information gathered, and report how that information is influencing future planning.

The Disability Equality Scheme of Barford Primary School is available from the school and can be provided in alternative formats on request.

NOTES:

Copies in the school office and available for visitors.

Race Equality Plan 2011

1. Introduction

This plan sets out how Barford Primary School will work to promote race equality.

This plan 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.

2. Ethnic monitoring

Parents are requested to give racial monitoring information on admission form. Applicants for jobs have optional monitoring form including racial, religious and disability information.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000

The outcomes of this were:

The following policies/plans are to be assessed over the next 3 years (*given time period*):

PSHE Policy
Equal opportunities policy

Three minor incidents of racist comments were recorded and reported during 2007-2008. No incidents have been recorded since this time. Pupils have a growing awareness of what is unacceptable and why.

4. Action Plan to address the General Duty to promote race equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	Review Equal Opportunities Policy	HT	Jan 08	March 08.	Policy agreed by Governors March 08
ii. Eliminate unlawful discrimination	Ensure ethnic minority children (and adults) treated fairly.	Head and govs	Dec 07	Ongoing	Equal opportunity policy reviewed March 2008. All treated fairly.
iii. Eliminate racist harassment	Record and report racist incidents. Workshop to address racial harmony part of Anti-bullying week 2007. Issue referred to regularly.	HT	2007	ongoing	Workshop took place. All children aware of what constitutes a racist comment.
iv. Promote good relations between different ethnic groups	Above workshop Workshop held in 2011 to develop staff understanding of the traveller community.	HT Efforts were made to promote harmony between a traveller family and the rest of the school community.	Nov 07	ongoing	
Other actions required (please list)	Continued vigilance.	all staff and governors.		ongoing	

5. How policies and practice are monitored

Employment issues: applications record racial information (optional)
Governors monitor number of racial incidents reported. (HT reports).
CVA of ethnic minority pupils monitored and evaluated (Raiseonline data).

6. How information gathered is used

To compare progress of pupils and plan for future interventions.
To monitor applications for positions and ensure all treated fairly.

7. Staff development

Policies and procedures highlighted to staff through staff meetings. Any issues arising brought for consideration.

8. Annual reporting in relation to the Action Plan, linked to the School

Development Plan, will occur as follows:

In headteacher's reports to Governors as appropriate.

9. The next race equality plan in 2014 (*3 years from the date of this one*) will build upon this plan's actions, the results of monitoring, and other information.

Gender Equality Plan 2011

1. Duties

This plan sets out how Barford Primary School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2006.

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Eliminate/reduce gender differences in pupil outcomes	Analyse pupil data including RAISEonline Plan and carry out interventions to eliminate/reduce differences	HT and Curriculum governors HT and staff	Annually autumn term Spring and summer terms	By Dec each year January to June each year	Staff meeting and governor minutes Intervention programmes have been held Data tracking is analysed Outcomes raised or further plans made
ii. Staff recruitment and development is fair and not gender related	Staff recruitment takes no account of gender (or age) CPD opportunities take no account of gender (or age)	HT and governors HT	At every appointment Ongoing	As needed Annually	Recruitment records and grids CPD records and policy

2. Impact Assessment

The following policies/plans are to be reviewed and assessed over the next 3 years):

Equal Opportunitess
Learning and Teaching
SEN

Signed: _____ Chair of Governors

Date:

Date for review: