

**Part 1**

<b>Name of policy</b>	<b>P2 Equality policy including Single Equality Scheme</b>
<b>Status of policy</b>	This is a statutory policy
<b>Consultation</b>	This policy has been developed in consultation with Governors, Senior Leadership Team, Heads of Year and the Student Support Team
<b>Relationship with other policies</b>	This policy should be read in conjunction with: <b>C1 Curriculum policy</b> <b>P6 Student Behaviour policy</b> <b>S1 Staff Absence policy</b> <b>S2 Staff Pay policy</b> <b>P7 Anti bullying policy</b> <b>P9 SMSC policy</b> <b>Edgbarrow School Accessibility Plan (appendix D)</b>
<b>Date policy was agreed</b>	18 <sup>th</sup> May 2016 (Updated 19 <sup>th</sup> March 2018)
<b>Date for full implementation</b>	Immediate
<b>Date for review</b>	Every four years – 17 <sup>th</sup> May 2020 (unless otherwise required by new legislation)

## **Single Equality Scheme Introduction**

Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 requires us to have a due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the Public Sector Equality Duty and its purpose is to promise equality for all. In brief. This means that as a school we must consciously think about these three aims as part of our decision making processes and pay due regard to equality issues within all our key policies, planning and performance management. This means that each year the school Development Plan will contain a target relating to equality issues.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. This is laid out in our Single Equality Scheme.

## **Policy**

1. Every member of our community matters. As a school we provide education to students, we are an employer and we provide services to the wider community. (eg hire of facilities) The Single Equality Scheme bring together the school's approach for promoting equality in fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, governors, parent/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.
2. Our Single Equality Scheme replaces previous equality policies. This Single Equality Scheme enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all six equality strands (see appendix A, B & C):
  - Race
  - Disability
  - Gender
  - Religion or Belief
  - Sexual Orientation
  - Age

It also aims to improve equality for those who face less favourable socio-economic circumstances (Students in receipt of Free School Meals) and to incorporate the requirements for an Accessibility Plan as a single document. Through this scheme we aim to eliminate unlawful

discrimination, advance equality of opportunity and to foster our relationships between people who share a protected characteristic and those who do not.

We have produced our Single Equality Scheme and Action Plan to cover a three-year period from 2015-2018.

Through consultation, we will develop our scheme to impact at every level in light of what is reasonable and practicable according to:

- The size and age and layout of our school building
- The make-up of our population
- The school budget
- Our other duties

### **3. Legislative Background**

The following legislation has been taken into account when developing this scheme.

- Equal Pay Act 1970
- Sex Discrimination Act 1970
- Race Relation Act 1976 as amended in 2015
- Disability Discrimination Act 1995 as amended in 2005
- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- The Employment Equality Act (religion or belief) 2003
- The Employment Equality (sexual orientation) 2004
- Equality Act 2006
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- Curriculum 2000
- SEN and Disability Act 2001

Other groups who will benefit from this policy as they may suffer from discrimination are:

- Children from single parent families
- Children from estranged families
- Children in care (see Looked After Children Policy)
- Children and families in crisis
- Children who are Higher ability and talented
- Pregnant school girls
- Transient and mobile students
- Students with EAL
- Young Carers
- Refugees and Asylum Seekers
- Poor attenders
- Disaffected learners
- Students who misuse illegal substances
- Students with mental health difficulties and those who self-harm

#### **4. Roles and Responsibilities**

##### *The Governing Body*

To ensure that the school complies with statutory requirements of equalities legislation and that this scheme and Action Plan meet those duties. Specifically:

- The governing body has set out its commitments to equal opportunities in this plan 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 ensure that no child is discriminated against whilst in our school on account of their race, sex or disability.
- The governing body will take all reasonable steps to ensure that separated parents are treated equally in terms of accessing their child's education if they are entitled to it.

##### *The Headteacher*

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The 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 headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

##### *SLT*

To coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.

To coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

##### *Teaching Staff*

To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equality issues.

##### *Students*

To treat each other with respect, to explore diversity with a healthy positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly.

**5. Monitoring and Review**

We will monitor and review by:

- Analysing the behaviour and exclusion data
- Analysing the racist incident data
- Analysing the homophobic incident data
- Ensuring our employment practice is legal and fair to all
- Analysing the examination performance for all groups of learners
- Analysing the attendance and exclusion data for all groups of learners
- Analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners
- Analysing the views of parents and other community groups who use the school facilities
- Analysing the improvements made to our physical environment and the extent to which this increases access for all groups in our wide community.

**Appendix A**

**Meeting our duties 2015-2018**

<b>Race Equality</b>	<b>Disability Equality</b>	<b>Gender Equality</b>	<b>Age, Sexual orientation, religion and belief</b>
<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity</li> <li>3. Promote good relations between people of different racial groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity</li> <li>3. Promote positive attitudes towards disabled people</li> <li>4. Eliminate disability – related harassment</li> <li>5. Encourage participation by disabled people in public life</li> <li>6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity between men and women, girls and boys.</li> </ol> <p>Transgendered people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.</p>	<ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination</li> <li>2. Promote equality of opportunity.</li> </ol>

There is additional specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways. ( See appendix D)

**Appendix B**

**What we monitor and review to inform our Single Equality Scheme**

As a provider of education to young people	As an employer	As a provider of services to the wider community
<p>The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using Raise, External Results)</p> <p>Provision and progress of Children with Additional Education Needs. (Using IEPs, Annual Reviews)</p> <p>The behaviour and rewards received by different student groups and the variation between these groups within school. (Using Behaviour Logs, Exclusion Records)</p> <p>Provision and progress of Children who are Look After. (Using all of the above)</p> <p>Attendance for all groups of learners. (Using weekly monitoring data)</p> <p>Students contribution to the community</p> <p>Students involvement in after school activities</p> <p>Changes in student attitudes (Using surveys following specific targeted events)</p> <p>Bullying Incidents (using Register of Bullying Incidents)</p> <p>Homophobic Incidents (using SIMS log)</p> <p>Racial Incidents (Using Racial Incident Log)</p> <p>Feedback from Safeguarding Training</p>	<p>Applications for employment (Collected at Local Authority Level)</p> <p>Staff recruitment, retention and professional development</p> <p>Staff profile</p> <p>Governing body profile</p> <p>Attendance at staff training events (Attendance Registers)</p> <p>Disciplinary and grievance cases (Headteacher's confidential records)</p> <p>Staff appraisals</p> <p>Signposting of this document as part of our induction process for new employees.</p>	<p>The number of facilities that are hired throughout the year</p> <p>Who facilities are provided to and if they are part of any vulnerable/minority group</p> <p>A survey of community users to ensure we are not indirectly discriminating against their needs</p>

## Appendix C

### Accessibility Plan 2015 to 2018

#### Edgbarrow School

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. The Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. The Edgbarrow School Accessibility Plan has been drawn up based upon information supplied by Bracknell Forest Borough Council (see <http://www.bracknellschoolaccess.org.uk/schools/edgbarrow-school>), and in conjunction with pupils, parents, staff and governors of the School and will advise other School planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated in March 2015 to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the School's website. We understand that the LA will monitor the School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School.
4. The Edgbarrow School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duty under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
  - Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information



Edgbarrow School: Governors' Policy  
Pastoral Committee: P2 Equality Policy including Single Equality Scheme

about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Whole School training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following School policies, strategies and documents:
  - Curriculum Policy
  - Equality Policy
  - Health and Safety Policy (include off-site safety)
  - Special Educational Needs Policy
  - Behaviour Policy
  - School Development and Strategic Plan
  - School Prospectus
7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently. It remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be compared by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be undertaken as and when the School's policies are reviewed. The terms of reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.
9. The Accessibility Plan will be published on the School's website.
10. The Accessibility Plan will be monitored through by the Governing Body through the SEND Governor.
11. The School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: ..... Date: .....

**Edgbarrow School Accessibility Plan 2015 to 2018: Improving the Curriculum Access**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Revised training for teachers and Learning Support Assistants (LSAs) of pupils with a hearing impairment (HI).	HI Service to lead training in use of transmitter and general understanding of the needs of a HI pupil.	Teachers of pupils with a HI have a clear understanding of the needs of HI pupils and how to ensure the curriculum is fully accessible to them.	Training delivered in full within 4 weeks of enrolment of pupil with relevant needs.	HI pupil is successfully included in all aspects of school life.
Revised training for teachers and Learning Support Assistants (LSAs) of pupils with a visual impairment (VI).	VI Service to lead training in adapting class resources to be suitable for specific VI pupils.	Teachers of pupils with a VI have a clear understanding of the needs of VI pupils and how to ensure the curriculum is fully accessible to them.	Training delivered in full within 4 weeks of enrolment of pupil with relevant needs.	VI pupil is successfully included in all aspects of school life.
Advice and strategies provided to staff in the identification of and teaching pupils with additional needs and other specific learning difficulties.	All staff provided with appropriate strategies and advice. Support via outreach provision from external agencies.	All staff are familiar with the process for identifying specific needs and how best to support these pupils in the classroom.	On-going throughout the year.	Pupils with specific learning difficulties and additional needs are successfully included in all aspects of school life.
Information for parents/carers of SEND pupils to support home learning.	To provide parents/carers with SEND information/drop-in sessions.	SEND drop-in/information sessions available for parents/carers to attend.	To be in place by September 2015.	SEND parents/ carers are provided with strategies/ techniques to support their SEND children's needs.
Tailor pupil's curriculum to support pupils with additional needs.	To provide pupils who have specific additional needs with withdrawal groups, short-term intervention and 1:1 curriculum support where required.	Pupils with additional needs are able to access the curriculum along with their peers and make expected levels of progress for their abilities.	On-going throughout the year.	Pupils are able to access the curriculum along with their peers.
Ensure that access arrangements are in place	Set up regular meetings between exams team, SLT	All access arrangements for pupils with additional needs	Access arrangements in place at the beginning of Year 10	Pupils are assessed and access arrangements are put

Target	Strategy	Outcome	Timeframe	Achievement
for pupils who require them in internal and external examinations.	and designated Progress staff to ensure that required space and staffing are available, contact with parents is clear and staff are regularly trained.	will continue to be made by the Progress Department based on assessments and in consultation with pupils, staff and parents.	(based on a picture of need from KS3), when short-term medical reasons are identified. New students identified with a requirement for access arrangements will be assessed within 4 weeks of joining the school.	in place so that they can access the curriculum on a level playing field with their peers with regards to normal way of working in the classroom and public examinations.
Develop the voice and participation of pupils with SEND.	The views and opinions of pupils with SEND are sought through an annual questionnaire through the Progress Department. Pupils with SEND are encouraged to represent the school in committees and extra-curricular activities.	Edgbarrow School is more aware of the opinions of SEND pupils and acts upon this. SEND pupils are represented on school committees and in extra-curricular activities.	On-going throughout the year. Annual SEND pupil questionnaire.	SEND pupils are fully included in school life and their voices are being represented.
Increase attendance of persistently absent pupils with SEND.	Continue liaison with EWO and current programme of 1 <sup>st</sup> day Response. Ensure pupils with SEND have access to appropriate range of curriculum adjustments as outlined above. Progress and student support manager to work together to agree reasonable adjustments to be made for specific pupils.	SEND pupils attend school and their progress is not affected by absence.	Attendance monitored throughout the year. On-going.	The majority of SEND pupils have attendance of over 95%.

Target	Strategy	Outcome	Timeframe	Achievement
Monitor the number of exclusions of pupils with SEND.	Develop interventions for pupils vulnerable to exclusion Offer reintegration programme for pupils returning to school following exclusion. Develop PSP ( <i>Pastoral Support Programme</i> ) procedures to support pupils at risk of exclusion	Exclusions take into account pupils' additional needs.	On-going throughout the year.	SEND pupils are fully included in school life.

**Edgbarrow School Accessibility Plan 2015 to 2018: Improving the Physical Access**

Target	Strategy	Outcome	Timeframe	Achievement
Side entrance door to the humanities block to be made accessible to wheelchair users.	Ramp to be constructed in front the Humanities side door, complete with handrails. External door and the internal lobby doors to be fitted with powered opening gear or replaced with suitable new ones.	Humanities block will be accessible to pupils who are wheelchair users.	Work complete by September 2015.	Side entrance door to the humanities block is accessible to wheelchair users.
To make first floor of Humanities block accessible to wheelchair users.	Passenger lift to be fitted externally to allow access to the first floor of the humanities block.	First floor of the humanities block will be accessible to pupils who are wheelchair users.	Work complete by September 2016.	Access to the first floor of the Humanities block is accessible to wheelchair users.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
To make all doorways/rooms accessible to wheelchair users.	Doorways to be widened and fitted with appropriate doors to allow access to wheelchair users. Ramps to be placed where access to areas is via steps/unlevelled ground.	Doorways across the school are wide enough to allow access to wheelchair users.	On-going target.	Wheelchair users are able to access classrooms and buildings across the school.
To create a disabled WC and changing area.	Disabled toilet, shower, changing bed and hoist with a wet-room style floor and space for a wheelchair to move about.	Wet-room accessible to wheelchair users.	On-going target.	Wheelchair users are able to access toileting and changing facilities.
HI pupils benefit from sound field installation in the main school hall.	Install sound field in the school hall.	Sound field installed in the main school hall.	Work complete by September 2015.	HI pupils are able to access whole school assemblies.
HI pupils benefit from acoustic ceiling tiles in their science lessons.	Acoustic ceiling tiles to be added to at least one more science room. Timetable HI pupils to have their science lessons in these rooms.	Acoustic ceiling tiles present in at least one further science room.	Work complete by September 2015.	HI pupils' are better able to hear and follow class learning in science.

**Edgbarrow School Accessibility Plan 2015 to 2018: Improving the Delivery of Information**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats.	Edgbarrow School will make itself aware of the services available through the LA for converting written material into alternative formats.	Edgbarrow School will be able to provide written information in different formats when required for individual purposes.	Reviewed annually and when a pupil and/or family are identified as needing support.	Delivery of information to pupils and parents/carers improved.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Survey parents/carers of SEND pupils as to the quality of communication/support pupils are receiving to seek their opinions as to how to improve.	Questions on quality of communication and support pupils are receiving are included at pupil's EHCP Annual Review meetings.	Edgbarrow School is more aware of the opinions of parents/carers and acts upon this.	On-going and annually at EHCP Annual Reviews.	Parental opinion is surveyed and action taken appropriately.
Make SEND information available for SEND pupils and parents/ carers via the school website.	Up to date SEND information displayed on school website under the Progress area.	SEND Pupils, parents/carers are made aware of the support available in the local community.	On-going.	SEND pupils and parents/carers are more included in the local community.