



Amblecote Primary School

Equality Plan

2014-2017

Equality Plan 2014 - 2017

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The Equality Plan

1. Equality Plan – Outline

Introduction

This Equality Plan sets out this school's approach to promoting equality and diversity. The Plan responds to the statutory duties incumbent upon schools relating to Disability, Gender, Race and Community Cohesion. These duties require schools to have in place, disability and gender equality schemes, a race equality policy and evidence demonstrating how they are endeavouring to promote Community Cohesion. This integrated plan therefore includes the school's:

- **Disability Equality Scheme**
- **Gender Equality Scheme**
- **Race Equality Policy**
- Response to the duty to promote **Community Cohesion**

This Equality Plan sets out:

- background information about the area and the school;
- the school's overall approach to promoting equality;
- specific sections on the three equality duties; and
- action plans incorporating agreed equality targets for each of these areas.

The School Context – What sort of school are we?

Community maintained Primary school.

Equality – Aims and Values

The purpose of this Equality Plan at Amblecote is to ensure equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims/mission statement.

‘At Amblecote we achieve because in our pupils we believe.’

SCHOOL AIMS

The school aims to provide a happy and, caring atmosphere in which the individual needs of all our children are clearly catered for.

We aim to encourage all our children to excel in work and strive to reach their full potential.

We aim to provide our children with a wide variety of learning experiences to help them gain in confidence and encourage them to have independent and reasoning minds.

We aim to provide a relevant and stimulating curriculum, including the "National curriculum" which will provide each child with the knowledge, understanding and skills necessary for future success.

We aim to foster in our children an appreciation and understanding of others, irrespective of race, culture, religion, gender or abilities and to provide an equality of opportunity.

Our approach to Promoting Equality

This Equality Plan provides a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds.

This school is committed to the principles of equality and human rights as outlined in this plan and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential in an environment where a culture of respect for others is engendered and diversity is recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for their future lives in a diverse, pluralist society

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

Leadership, Management and Governance

The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The governing body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike

The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations.

Policy Planning, Implementation and Review

The governing body recognises the need for all relevant policies to reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

The school's policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of equality and diversity initiatives being undertaken.

Staffing: Recruitment and Staff Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance. The school seeks to encourage people from under-represented groups to apply for positions at all levels.

The school, or its agents, routinely monitor all recruitment activity and staff in post as required by legislation and fulfil their responsibilities to provide data to the appropriate bodies when necessary.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.

Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

Personal Development and Pastoral Care

The pastoral support system takes account of age, disability, gender, religious and ethnic differences, sexual orientation and the experiences and particular needs of people living in a diverse society.

Support is given to victims and perpetrators of harassment and unacceptable behaviour and external agencies are involved, where appropriate.

Equality monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use equality monitoring data to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

Learning and Teaching

All pupils have access to the mainstream curriculum.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied and allocations to teaching groups are kept under review.

Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They reflect diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they promote the inclusive ethos of the school.

School Curriculum

Curriculum planning takes account of the needs of all pupils. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented and pupils from with special educational needs or from disadvantaged families.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

Admissions Attendance, Behaviour, Discipline and Exclusion

Amblecote follows the Dudley LA admission policies for entry into school. The admissions process is monitored and evaluated to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions in line with our Behaviour policy.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps, if they exist, between different groups of pupils. Absence is always followed up. Those involved in this work are aware of and sensitive to community issues.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexually abusive, homophobic or disparaging to people with disabilities or potentially damaging to any other group is unacceptable.

Appropriate provision is made, within agreed guidelines, for leave of absence for religious observance for pupils and staff.

Attainment, Progress and Assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of pupils and/or groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

Partnership with Parents and the Community

The school endeavours to provide information for parents in accessible, user-friendly language and formats. The school will endeavour to provide information in alternative formats when requested.

All parents are encouraged to participate in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions are included in the school's action plan to seek to address any inconsistencies between different groups.

When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community. The school will endeavour, where possible, to address accessibility difficulties that are brought to its notice.

The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives

Strategic Equality Priorities

While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality. It will use this Equality Plan to help drive its work forward.

The duties under the various acts are proportionate in that the weight given to equality and diversity should be proportionate to its relevance to a particular function. Individual school responses will also be proportionate in relation to their size and the level of resources available to facilitate developments in this area. In practice, this means that the school will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential has been found to exist and promoting an inclusive environment are areas where particular attention might be focussed.

Through its auditing process and the development of this plan, including taking account of the views of those consulted during this process, the school governing body have identified the following equality and diversity priorities for action over the three years of the Equality Plan.

Disability Equality Scheme

Definition of “disability”

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

The school recognises that some disability organisations recommend that all pupils with SEN statements and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities. We do, therefore, consider carefully self or parent/carers definitions that seek to categorise pupils as ‘disabled’ under the Act.

This school uses the “social model” of disability, as advised by the Equality Commission for Human Rights. This has been adopted by Dudley Metropolitan Borough Council.

The General Duty

The Disability Discrimination Act 2005 placed a duty on all public authorities, including schools, 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 for disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

The Specific Duties

The school consulted with its disabled parents (giving every parent the chance to comment and share their views) via a questionnaire). Views will continue to be sought from parent and pupils about the school’s activities to judge how well it is performing in meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability, access, provision and communication. Action plans are created with these views in mind.

Involvement of Disabled People

The school will use information collected about the progress and inclusion of disabled pupils and seek their views and the views of significant adults about the effect of its activities on disabled people to help it to judge how well it is performing in

meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability equality.

Developing a Voice for Disabled Stakeholders

The school follows good practice by enabling disabled pupils, parents and staff to participate in public life by involving them in developing and monitoring this scheme and its action plan. The school also follows good practice for including pupils, parents/cares in review meetings, transition planning etc.

The Governing Body

The governing body is committed to meeting its duties under disability equality legislation and aims to follow the good practice set out in the statutory code of practice and guidance which support the legislation.

Removing Barriers - Disability Accessibility Plan

This school recognises the range of barriers and discrimination faced by people who have disabilities and it will continue to endeavour to fulfil its obligations as outlined in the Part 4 of the Disability Discrimination Act 1995 by continuing its efforts to:

- a. Remove physical barriers
- b. Widen access to the curriculum (and)
- c. Improve access to information for its disabled pupils

Disability in the curriculum – learning and teaching and the wider school curriculum

When aspects of the curriculum are reviewed and developed we take all aspects of equality, disability, race and gender into account in formulating the schemes of work and curriculum content.

Eliminating Harassment and Bullying

The school has an Anti-Bullying policy which will be reviewed on a regular basis together with our Behaviour policy. Amblecote also has pupils who are Anti-Bullying ambassadors to support the elimination of harassment and bullying.

Making Reasonable Adjustments

Through the use of our annual self-evaluation cycle reasonable adjustments are identified for the future and issues are included in the school development plan and our long term building development plans.

School Facility Lettings

Lettings are available through our school procedures which include insurance and health and safety requirements in the best interests of all those who may be disabled.

Contractors and Procurement

The school has established routines and financial procedures for procurement which are reviewed annually by the Governors. Visitors and contractors on site are expected to follow our health and safety policy which includes advice on disability issues and are advised about our work and supervised when on site.

Information, Performance and Evidence

A wide range of data is already collected related to special educational needs and some related to pupils with other disabilities. Data is collected from parents/carers on entry to the school for all pupils and amended during the time the pupil is on the register if parents/carers inform us or at our annual update/review.

Staff responsible for developing this section of the plan

Senior staff member

Designated staff member

Governing body member

Disability Equality Action Plan

The actions necessary to ensure this school's compliance with the Disability Equality Duty are set out in the **Disability Equality Action Plan** appended to this document.

Gender Equality Scheme

The General Duty

~~1.11.~~ The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.

School Context and Aims and Values

We have a commitment to promoting equality and eliminating sexual discrimination and harassment.

We will continuously strive to ensure everyone is treated with respect and dignity working actively to promote equality and foster attitudes and commitment to an education for equality.

We will do this by:

- Treating all those within the school community (eg pupils, staff, governors, parents, visitors and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices through our leadership, teaching and the wider curriculum.
- Encouraging everyone in our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with our whole school community.

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- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly within our policies and rules.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.

Consultation

Developing a voice for pupils, staff, parents/carers and others

The school uses information collected in relation to pupil's gender for assessing progress and inclusion and how well we are performing in meeting the needs of girls and boys. -This school has consulted pupils, staff, service users and others about gender equality issues.

~~3.30.~~By consulting stakeholders we have been able to build up a better picture of the most important gender issues in our environment. We have gathered evidence which we have used in determining the school's gender priorities and in the gender impact assessment process. Through this process the school community has developed greater ownership and understanding of the gender equality objectives associated with this institution. We use this exercise to improve accountability to service users, staff and the general public.

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Roles and Responsibilities

The promotion of gender equality and raising the achievement of all pupils is the responsibility of the whole staff and governors.

The roles and responsibilities of everyone involved and connected with the school is set out through clear current job descriptions and in a variety of other documents that convey the leadership, management and governance structure and

organisation in the school. The gender equality policy links to other specific policies and action plans that the school produces including the process of school self evaluation and the school development plan.

School procedures will highlight duties implied by this policy in the same way as Child Protection, health and safety and behaviour policies form part of the induction process.

- a. The Headteacher and Senior Management Team – will demonstrate through their personal leadership the importance of this policy. All staff are aware of the policy and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the policy and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head will ensure that the additional resources are recommended, used appropriately and targeted on the basis of identified need in the school development plan following approval of governors.
- b. Governors – The governing Body has adopted this policy and will assess and monitor the impact annually. Where possible, a member of the GB will be elected as the link designated Governor for Equality.
- c. Staff – will ensure this policy is implemented through their planning, teaching and learning strategies, management of activities and their assessments and pupil achievements will be scrutinised and analysed with this policy in mind.
- d. Pupils – will be made aware of how equality applies to them as part of the school aims, values and within the curriculum. They will be taught then expected to treat each other with respect and have the confidence to report incidents of harassment to adults.
- e. Parents/Carers – will share in the development of the equality policy and be encouraged to participate fully in implementing it in partnership with the school, especially through the TEAM (Parent voice).

School facility lettings

The school will endeavour to monitor the use of school facilities by gender to ensure that these services are offered in a way that the whole community can benefit equally.

Contractors and procurement

~~5.2.~~ Procurement is the process by which a public authority (school) enters into a contract with an external contractor to carry out works or provide goods or services.

School governors are aware that the gender equality duty applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself and that where a contractor is carrying out a public function on behalf of the school the legal liability for the gender duty in relation to that function remains with the public authority which contracts out the function.

Information, performance and evidence

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A wide range of data is already collected detailing the gender profile of pupils and staff. Pupil gender data is analysed comprehensively with regard to attainment. There are, however, other analyses that may not have previously been scrutinised. In fulfilling the Gender Equality Duty this school will be seeking to analyse data for its wider implications. The local authority does collect gender profile details of staff and, where appropriate, the school will use this data to help it to redress any inconsistencies highlighted.

Reviewing and monitoring

The school will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils, including the curriculum, teaching & learning, analysis of pupil data, rewards & sanctions, parental involvement and working with the community.

Gender Equality Action Plan

The actions necessary to ensure this school's compliance with the Gender Equality Duty are set out in the **Gender Equality Action Plan** appended to this document.

Race Equality Policy

Aims and Values

This school is a friendly and inclusive school that welcomes people from all ethnic and cultural backgrounds. It views ethnic and cultural diversity as enriching the school community and society. The school welcomes its duty of care towards pupils and staff so they may develop their abilities to the full and feel comfortable and valued in themselves and respected by others. We are committed to building a fully inclusive community in Dudley.

The school actively opposes all forms of racism. Tackling racism is recognised as a long term process of change that requires the full commitment of the school community and involves ongoing consultation, reviewing, strategic planning and evaluation. Staff challenge racism it whenever it occurs.

The school's objectives – race equality and good relations

This school will work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and good race relations. We will work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of all and the well-being of the school and the whole community.

Race equality – other policies

It is essential that race equality underpins all school policies. The different circumstances and differing needs that may affect individuals because of their racial background will be taken into account to avoid the risk of bad practice and the possibility of racial discrimination through ignorance.

Pupil attainment and progress

In response to national and local data indicating disparity between the relative performance of different racial groups this school seeks to minimise and eradicate this by:

- monitoring the progress of all pupils, including ethnic minority pupils, against their previous attainment and comparing this with the progress of other pupils in the same and other ethnic groups both locally and nationally
- investigating the reasons for any disparities in the attainment of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging attainment targets for all pupils, including ethnic minority pupils
- making sure that teachers have access to all relevant performance data so that they can form well-founded expectations and set appropriate targets for under achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for pupils, including ethnic minority pupils, at risk of underachieving, working in partnership with outside agencies when appropriate
- using displays, assemblies and other opportunities to provide positive images of a range of people and endeavouring to provide good role models from different racial groups
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

Curriculum content

We believe pupil's attainment is highest when the curriculum is relevant, accessible and interesting.

This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address the interests of all pupils including ethnic minority pupils and their families
- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures

- challenge prejudice and racism through curriculum content
- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds
- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom and world culture
- ensure that option choices and careers guidance encourages all pupils, including ethnic minority pupils, to consider the widest range of opportunities including the full range of post-sixteen options and avoid stereotyping pupils career choices on the basis of their ethnic/cultural background
- take steps to ensure that ethnic minority pupils do not suffer racism or discrimination during their work experience and make sure that placements are given without bias
- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- work consistently to ensure that pupils have the understanding of and skills required to deal with this behaviour

Learning and teaching

Staff will endeavour to use teaching styles and methods to suit the needs of all pupils, including those from ethnic minority groups.

They will therefore:

- ensure that staff know how to help pupils whose first language is not English to improve their communication skills in English
- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils from different ethnic groups to work together, and take positive action to engender mutual respect and trust.
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- check all internal assessment tasks for cultural bias prior to use

- use assessment results to ascertain any specific learning, resource or support needs for pupils including ethnic minority pupils
- endeavour to identify any bias found in teacher assessments or reporting processes.

Pastoral care and school ethos

This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, included and at peace in the school environment.

The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils from all ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from all ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of all including ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- ensure that staff have the necessary training on how to implement this policy and how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from all pupils, parents, staff and local communities including ethnic minority communities to identify any obstacles that prevent them from making the most of the opportunities provided by the school and take the actions necessary to remove them
- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities
- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils
- make sure, wherever possible, that displays of work and assemblies reflect the ethnic make up of the school community, promote cultural diversity and support increased understanding of the wider world
- consider pupils' cultural and religious backgrounds and experiences to improve the inclusiveness of extra-curricular activities and use extra-curricular activities to promote cultural awareness, understanding and community cohesion

- monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision
- where appropriate, use older pupils including ethnic minority pupils as role models and mentors for younger pupils
- remove racist graffiti at the earliest opportunity and take appropriate action against perpetrators if known
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents involve senior staff and staff with specialist knowledge in the area of race equality

Pupil attendance, behaviour discipline and exclusion

This school endeavours make sure pupils from all ethnic backgrounds attend regularly and conduct themselves responsibly. Where they do not, the school aims to ensure that its disciplinary procedures are applied fairly and consistently, with understanding and sensitivity to pupils from all ethnic backgrounds.

The school will, therefore:

- monitor attendance and absence rates by ethnic group
- investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives
- take action to address any issues about conduct or attendance that affect, adversely, individual pupils or groups of pupils
- respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences
- ensure staff are trained in understanding cultural differences in behaviour and are aware of such differences when interpreting disruptive behaviour
- monitor the use of rewards and sanctions by ethnic group to ensure they are used fairly and equally with pupils, irrespective of their ethnic background
- take proactive steps to prevent exclusion, including early targeting of those perceived to be at risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion

- monitor exclusion by ethnic group; investigate any disparity in the rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives

Racism, harassment and bullying

All complaints of racist incidents, racial discrimination and racist harassment or bullying will be dealt with fairly, firmly and consistently

- all staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling when they occur. Staff are expected to be alert to these issues in order to recognise them.
- endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report any such incidents to a member of staff who will instigate the agreed procedure to ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims
- all racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorded, as will their resolution. Governors will be informed through head teacher's reports and the local authority through the agreed process
- the effectiveness of actions to address racist incidents will be kept under review
- information given to parents will state explicitly how the school deals to racist incidents

Staff Recruitment and Career Development

This school ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice. We believe the following measures will enhance this policy:

- Governors and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.

- The headteacher and governors of the school will ensure that job advertisements and information about the school do not discourage applications from ethnic minority people because of the way in which posts at the school are described.
- Staff with responsibility for training and professional development will monitor that ethnic minority staff have equal access and involvement in training and development opportunities.

Communications

The school will endeavour to communicate this policy to the local community and in particular to those already involved with the school. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the staff handbook.
- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral support system.
- The school's stance on race equality will be stated explicitly in the school prospectus, information for job applicants and other publications as appropriate.
- This policy will be made available to anyone who requests it.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- The school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

Roles and Responsibilities

Promoting race equality and challenging racism is a collective responsibility that cannot be left to a small number of concerned staff. As more staff show and encourage multicultural and inter-racial understanding and appreciation and as more staff are prepared always to intervene when racist remarks, discrimination or harassment occur, race equality will become more embedded in the school ethos. This will have benefits for everyone, but especially for all our pupils who are growing up to take their place in a multicultural, multi-ethnic society.

Policy Breaches

Through this policy it is expected that all pupils and staff will play their part in creating a positive atmosphere of mutual respect understanding and cooperation between people from different ethnic groups. This is because everyone has a right to dignity within school and freedom from discrimination, abuse, harassment, prejudice or stereotyping. Racist behaviour makes people feel distressed and uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be racist. If witnesses believe, with good cause, that a racist action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where racism is not tackled.

Where pupils are perpetrators, they will be subject to the schools disciplinary procedures, the extent of the sanctions will depend on the severity and persistence of the racist behaviour. Serious offences may result in exclusion. Perpetrators may be required to work through tasks that will help them to consider the impact of their actions to help prevent re-offending. Their parents are likely to be informed and invited to the school to discuss the incident. Pupils who are victims will be kept fully informed about the investigation process and supported through the school's pastoral support system.

Staff have a legal right to protection from racism in all its forms. If a member of staff is accused of being the perpetrator the school's disciplinary procedures will come into operation. If a member of staff is the victim and the alleged perpetrator a pupil the incidents should be dealt with according to this policy as described above. Persistent racist behaviour towards a member of staff will be dealt with severely. A visitor or parent/carer against whom a member of staff lodges a complaint of racist behaviour will be contacted by the headteacher. Steps will be taken to ensure that the member of staff does not come into contact with the person against whom the complaint was lodged, unless by agreement. If the racist behaviour continues action may be taken to prevent the parent or visitor coming into school.

Where parents or visitors to the school are perpetrators, they will be asked to stop the racist behaviour immediately and the school's stance will be explained. If they do not they will be asked to leave the premises and police support will be summoned if necessary. If visitors are representing a company or an outside agency, the visitor's action will be reported to the company or agency. Where parents or visitors to the school are victims the school will seek to heal any damaged relations, dealing with pupil or staff perpetrators as described above. Where governors exhibit racist behaviour an investigation may be required. If the racist behaviour continues, or is repeated they will be asked to resign or will be removed from office by the procedures within the legal framework covering school governance.

In all cases of racist behaviour the resolution should lead to an assurance that the behaviour will not be repeated, and reconciliation will be sought.

Reviewing and Monitoring

Annually

Promoting Community Cohesion

Governing bodies now have a duty to ensure that the schools they govern promote community cohesion. This new duty builds on the existing duties outlined in the school's Race Equality Policy (above), to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people from different groups. It also links to section 78 of the Education Act 2002 which states that the curriculum for all maintained schools should "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

What is meant by the term community cohesion?

This school interprets the duty to promote community cohesion as working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist between people from a range of backgrounds and are developed in the workplace, in schools and in the wider community.

The school supports the vision of creating a shared future where it is thought not to exist at present, where, communities live together without fear, respecting each other's differences, sharing a common sense of belonging, purpose and pride resulting in "...a clearly defined and widely shared sense of contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country."

From 'Our Shared Future' – Commission on Integration and Cohesion

The role of schools in promoting community cohesion

All schools, whatever the mix of pupils they serve, are responsible for equipping those pupils to live and thrive alongside people from many different backgrounds. This school recognises these responsibilities and will, therefore, endeavour to:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of the school's work already supports integration and community harmony
- Take stock of what has worked so far, for this school and for other schools
- Consider how to develop a more explicit focus on the impact of the school's activities on community cohesion
- Consider how the duty to promote community cohesion can also contribute to the duty to promote children's well-being and help deliver the Every Child Matters outcomes.

The three areas of activity through which all schools are required to evidence their endeavours to promote community cohesion are set out below:

Teaching, learning and curriculum – promoting shared values

- Teaching pupils to understand others,
- Promoting common values
- Valuing diversity
- Promoting awareness of human rights
- Developing skills for participation and responsible action

Equity and Excellence

- Providing equal opportunities for all to succeed
- Removing barriers to access and participation in learning activities
- Eliminating variations in outcomes for different groups

Engagement and Extended Services

- Providing a means for children, young people and their families to interact with people from different backgrounds
- Developing links with different schools and communities locally, across the country and internationally.
- Endeavouring to promote community cohesion through the development of extended services.

Policy review date: November 2017

Agreed and adopted by Governors:

Signed

Governing Body.

School: Amblecote Primary

**DISABILITY EQUALITY ACTION PLAN
(including Disability Accessibility Plan)**

2014 - 17

	Strategy	Action	Outcome Criteria	Resources & Lead Person	Timescale	Review and Monitoring
1	(DES duty) To encourage participation by disabled people in public life	To ensure representation of people with a disability in policy/decision making groups.	Everyone, regardless of ability or disability has the opportunity to contribute to decisions/policies made for the school.	A. Mason		Annually
2	(Accessibility Plan objective) Improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.	To assess all written signs for their suitability to be accompanied by pictorial representations and develop a timeframe for all signs to be updated.	All written signs are accessible to all stakeholders, staff & visitors at Amblecote.	Cost to update signs A. Mason		Annually
3	To enable all disabled pupils, stakeholders & visitors to access all areas of school	To ensure all areas are accessible for all disabilities esp. wheelchairs.	All disabled people will be able to access all areas at Amblecote.	Cost of accessibility A. Mason		Annual review

School: Amblecote Primary

GENDER EQUALITY ACTION PLAN

2014-17

	Strategy	Action	Outcome Criteria	Resources & Lead Person	Timescale	Review and Monitoring
1	To assess the impact of caring responsibilities on the school workforce.	Include items for general discussion over this requirement for staff at staff meeting and seek their views on way forward such as holding individual evidence gathering session or developing a suitable questionnaire.	All staff are aware of gender equality and have opportunities to offer opinion. Evidence is regularly obtained to inform us of responsibilities with gender equality.	Time A. Mason		Annually
2	To assess the impact of caring responsibilities on pupils.	PSHE Co-ordinator to look at 'Lifestyle Survey' results, discussions with pupils through school council. Liaison with school nurse and support agencies.	Evidence from the Lifestyle Survey ensures care of future cohorts on issues arising.	Time Mrs M Pickett & Miss S. Smith		Annually
3	To ensure both genders attain to their best and in line with expected or better progress.	Attainment is monitored half termly to assess the progress of both genders.	Both genders attain to their highest ability	Time Miss J. Lawless & all staff.		Half Termly
4	To ensure equality of opportunity for both genders	Both boys & girls are given the same opportunities and encouragement.	Boys & Girls are confident they can achieve whatever they want.	All Staff		Termly
5	To ensure stereotyping does not occur at school.	To open the opportunities for all pupils to achieve what they wish.	Boys & girls can attain to anything regardless of gender.	All Staff		

School: Amblecote Primary

RACE EQUALITY ACTION PLAN

2014-17

	Strategy	Action	Outcome Criteria	Resources & Lead Person	Timescale	Review and Monitoring
1	To have in place a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.	A diverse range of pupils involved in local community project working with a local minority community.	Pupils understand the diverse nature of our local community	All teachers		Termly through SEAL
2	Within school all pupils understand we are all equal regardless of colour.	To ensure pupils are aware and understand the school, local community and wider community is diverse	All pupils accept that the world is a better place with all races.	All teachers		Termly through SEAL