

NAME OF POLICY:	Equality policy including equality plan and accessibility plan
STATUS:	Non - Statutory
DATE ISSUED:	January 2022
REVIEW DATE:	January 2024
APPROVED BY:	Academy Governing Body
APPROVED DATE:	1 st February 2022

Aims: Rationale

At Alban Wood Primary School and Nursery, we are committed to ensuring equality of education and opportunity for all pupils, parents and carers and staff, irrespective of race, gender, disability, faith/ religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Alban Wood we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Aim:

Together with the Equality Objectives (found on the school website), this policy aims to clarify the underpinning philosophy, roles and responsibilities, procedures and current objectives to ensure practice which meets National and ALP Trust expectations, and that is in line with the Vision and Values of the school.

At Alban Wood, all members of our school community feel valued and motivated to succeed within a safe, caring and stimulating environment. Our high expectations promote academic, personal and social achievements and ensure that our children leave Alban Wood as confident, responsible citizens who will enjoy lifelong learning.

We value:

Respect Kindness Ambition

We also value and promote the British Values of: Mutual respect and tolerance, democracy, rule of law and individual liberty.

Mainstreaming equality into policy and practice

The following outlines a summary of how Alban Wood Primary School operates equality of opportunity in its day to day practice.

Teaching and Learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;

- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

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

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions, particularly to be aware of over-representation of any one group which may imply inequality, or require further support/targeting of resources.

Employer duties

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are concerned to ensure wherever possible that the staffing and governance of the school reflects the diversity of our community.

Actions to ensure this commitment is met include:

Continued professional development opportunities for all staff (including Performance Management Review for all staff); Senior Leadership Team and Agora Learning Partnership support and monitoring to ensure equality of opportunity for all; Recruitment practices which reinforce that we are an equal opportunities employer.

Equality and the law

There is now one single equality duty, the Equality Act 2010 that protects the characteristics of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This policy is designed to fit within all Herts guidance, which explains the summarised points below in more detail.

Race Equality

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

- Eliminate racial discrimination;
- Promote equality of opportunity;

- Promote good relations between people of different racial groups;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability Equality

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The Act similarly requires us to eliminate discrimination, actively promote equality of opportunity and assess the impact of our policies and practices in ensuring access to all, and high expectations for achievement of all.

Gender Equality

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

Consideration of Race, Disability and Gender equality (as well as socio-economic, cultural or religious, or any other diversity) is a fundamental part of all-inclusive planning and practices within the school. Specific roles and responsibilities are defined over.

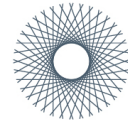
The Role of Governors

The governing body is fully committed to equal opportunities and takes seriously its role to support and monitor the practices of the school to ensure that it is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. Similarly, 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, with the Headteacher, will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also that together it strives 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. Governors will also be made aware of any discrimination during the termly headteacher's report to governors. This Information will be anonymised.

The role of the Headteacher

The role of the Headteacher is to implement the school's Equality Objectives and he is supported by the governing body in doing so.

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



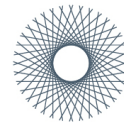
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other 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. Any incidents of discrimination will be recorded and analysed.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Objectives. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

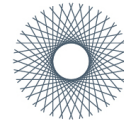
Monitoring impact

The school will collect and analyse evidence and data on children's achievement and attendance and use this to inform strategies to raise achievement.



Equality Action Plan

	Objective	Actions	Lead Person Responsible	Impact by July 2022
1	To improve the outcomes for all vulnerable children in the school.	See Academy Improvement Plan <ul style="list-style-type: none"> • Termly monitoring • Pupil progress meetings • Ensure technology is made available where needed to support children’s learning • Ensure incidents that may be detrimental to equality is recorded appropriately, reported where necessary and support implemented to ensure best outcomes for all. 	Paul Sutton Headteacher	Vulnerable children to be on track or better from their previous Key Stage exit. The gap between the vulnerable groups of children and non-vulnerable groups of children is diminished.
2	Improve pupil attendance including all vulnerable children - to reduce the number of persistent absentees.	See Academy Improvement Plan <ul style="list-style-type: none"> • Monitoring fortnightly • Parents contacted, invited in and appropriate support signposted and/or implemented. • Any concerns raised with AIO 	Hazel Pinder Head of School	All children to be regularly attending school with ‘good’ attendance (aim >95%). The school’s persistent absence figure to be lower than the previous year.
3	To support children affected by lock downs during the coronavirus pandemic.	<ul style="list-style-type: none"> • Map lost / less effective learning during lockdowns • Alter subject curriculums as appropriate • Identify children who have fallen behind academically • Plan for and implement interventions relevant to children’s needs • Monitor the impact of interventions and ensure children are making progress • Additional support to the youngest children entering Orchard with speech and language / basic skills 	Paul Sutton Headteacher Hazel Pinder Head of School	Missed learning has been covered to ensure progression through the subject curriculums. Children, who have fallen behind their final target, have had intervention to strive to be inline with their target. Early intervention for children in EYFS ensures children have the basic skills in which to progress



Accessibility Plan

	Objective	Actions	Lead Person Responsible	Impact
1	Provide ICT provision (chrome books) for vulnerable children to further learning at home.	<ul style="list-style-type: none">○ Assigned annually chrome books to disadvantaged pupils	Paul Sutton <i>Headteacher</i>	Pupils able to complete homework at home, online, through Google classroom and can extend their learning through further research. Pupils have the same access to equipment as their peers.