

John Ray Infant School

Learning together, aiming high, proud to be ourselves.



2018-2020

Single Equality Policy

Last reviewed January 2017
Full review October 2018

This is a working document which will be monitored and reviewed annually.

1. Policy statement

At John Ray Infants, we welcome and celebrate difference, diversity and individuality. For us, inclusion means making sure that everyone who is part of our community can easily understand, access, feel part of and benefit from all that the school can offer. More than this, it means doing all we can to recognise and remove or overcome barriers to learning, achievement and well-being and to work towards ensuring that children of all abilities have their learning needs met.

At John Ray Infants, the children, their families and staff come from a rich variety of social backgrounds, family structures, ethnic groups and religions. We are opposed to any form of discrimination or exclusion and will actively work to ensure that all adults and children are given every opportunity to achieve, to recognise their own worth and to play an important part in our community.

This policy helps to ensure that this school promotes and appreciates the individuality of all our children, irrespective of their ethnicity, attainment, age, disability, gender or family background.

Policy aims

- To enable children to live, play and learn in harmony with each other.
- To help children learn that difference and diversity are valued and welcomed.
- To make sure that successful learning at John Ray Infants is not dependent on belonging to any particular socio-economic group, gender, cultural background or family circumstance.
- To make sure that every adult in school is able to fulfil their role without hindrance and with every support and assistance.
- To ensure that our school grounds and building are fit for purpose for all learners, their families and the staff who work within it.

In accordance with our Core Values and Vision Statement we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality;
- to respect the equal rights of our staff and other members of the school community.

We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:

- ethnicity;
- religion or belief;
- socio-economic background;
- gender and gender identity;
- disability;
- sexual orientation;
- age.

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity;
- religion or belief;

- socio-economic background.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

What do we understand inequality to be?

Discrimination is the practice of treating a person or group of people less favourably than others because of an assumption that their needs, lifestyle or culture are less important or less acceptable than others.

Prejudice is pre-judging people or groups of people on the basis of false assumptions or inadequate evidence. The judgement is usually negative and involves holding opinions or having attitudes that are not founded in fact.

Exclusive language (that we aim to avoid) is a way of speaking that makes some people feel left out. It may be careless or intentional but it will make the recipient feel 'excluded' for example:

- asking a group of children where they went for their summer holidays- this assumes that all families are able to afford to go away for a holiday break.
- Asking a class if their mum and dad will be coming to watch a performance- this assumes that all children will have a mum and dad present in their lives.

Inclusive language (that we aim to replicate) is a way of speaking which makes all people feel included and nobody feel left out. It never assumes that the person has the same thoughts, feelings and backgrounds that you do. It requires empathy and an appreciation of the uniqueness of everybody as an individual.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

We are committed to personalised learning for every child at John Ray Infants.

Personalisation is the key to tackling the persistent achievement gaps between groups of learners. It means a tailored education for every child and high quality teaching that is responsive to the different ways in which children achieve their best.

We aim to provide a rich, broad, varied and inclusive curriculum which takes into account all learners at John Ray Infants.

We aim to make learning vivid and real, within and beyond the classroom. Cross curricular teaching will enrich the learning experiences of all learners regardless of their need.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school

The number of EAL pupils is increasing steadily year on year.

There is currently 18.9% of our school population identified as EAL with 14.7% of our families identifying as having a language other than English as their first spoken language at home.

We have a diverse set of languages spoken at home but the main language is Polish.

White Eastern European is the main Ethnic origin after White British at John Ray Infants with 8.2% of our school population in this group.

- Religion/belief context of the school

In school more than half of parents/carers state no religion on entry and approximately a third state Christian. A small number of children have Buddhist, Muslim or Hindu faiths. Two families are Jehovahs Witness.

- Socio-economic context of the school

The number of pupils with FSM has increased significantly over the past 2 years. In the academic year 2018/19, there are 13.1% (41 children) eligible for the Pupil Premium.

We do however, feel that the current figure does not truly reflect how many families are actually entitled to the Pupil Premium.

The school serves a diverse community with a variety of socio-economic groups.

Although the area is mixed, many pupils come from a more disadvantaged area and we are seeing increasing numbers of families moving out to Braintree from the London Boroughs.

- Current issues affecting cohesion at school, local and national level

NHS data shows that Braintree has a higher than average number of adults experiencing mental illness. We are finding that this is impacting on our families and staff recognise that additional input and guidance is needed to ensure families are as well supported as possible.

Many of our families are working families who require wrap around care for their children as well as funded 30 hour nursery places. This is something we are aiming to support through the implementation of an on-site school nursery.

We will ensure that families:

- receive regular updates that give a clear understanding of what their child can currently do and we will be mindful to ensure that this information is shared in a way which allows full access to it;
- are actively involved in engaging with their child's learning and in planning for their future education;

- have regular opportunities to play a more active role in school life and know that their contribution is valued.
- The introduction of Tapestry in Foundation Stage has allowed parents to have a greater access and understanding of what their child is doing in school. For those parents who do not have access to the internet at home, opportunities are given in school for them to see their child's online learning.
- All letters and communication to parents is placed online however, parents who do not have direct internet access, are given paper copies of school communications.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents. At John Ray Infants, this is the Headteacher, Kate Mills.
- The school reports to Governors, on a termly basis the number of prejudice related incidents recorded in the school. This is done through the Headteachers Termly Report.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

John Ray Infant School aims to work in partnership with parents/carers at all times. We:

- take action to ensure all parents/carers are encouraged to participate in the life of the school;
- maintain good channels of communication, e.g. through our Parent Council, to ensure parents' views are captured to inform practice;
- encourage members of the local community to join in school activities and celebrations. This may include visits from local church and community leaders;
- ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

4. Responsibilities

One named governor, Jo Heissig takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives;
- making sure the school complies with the relevant equality legislation;
- making sure the school Equality Scheme and its procedures are followed;
- monitoring progress towards the equality objectives and reporting annually.

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion 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 prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Kate Mills, Headteacher, is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

All staff are made aware of the ethos of equality within the school. The Staff handbook, staff induction processes and Equality professional development activities ensure that all staff are supported in being able to deal with issues of equality and the implementation of this policy. Regular and robust Performance Management systems will take place with all members of the school staffing community regardless of position in school.

Regular training opportunities will be made available to all staff and will ensure that they are kept up to date with the most relevant and useful information available to the role that they are undertaking in school.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and are open to the widest pool of applicants. Wherever possible, posts are advertised locally, and in most cases, nationally through the online Jobscene.
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity. This includes regular Safer Recruitment training.
- Access to opportunities for professional development is monitored on equality grounds. There are a wide range of professional development opportunities for staff working at all levels and jobs within the school.
- Equalities policy and practice is covered in all staff inductions.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and on the school website.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

We monitor the potential impact of school practice in terms of:

- ethnicity;
- religion or belief;
- socio-economic background;
- gender and gender identity;
- disability;
- sexual orientation;
- age.

Equality objectives identified by this process are included in the three-year plan in Section 10 below and in the School Improvement Plan as appropriate.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

i. from the following data/documents:

- EYFS profile;
- analysis of EYFS data and progress;
- KS1 teacher assessments and Target Tracker;
- ASP and FFT data;
- SEND paperwork including 1Plans and EHCPs;
- Termly Learning Review reports to parents;
- feedback from staff, parents and governors through a questionnaire in October 2018.

ii. from involving relevant people in the following ways:

- pupil progress and tracking meetings;

- meetings with outside agencies such as specialist teachers and speech and language therapists;
- feedback and meetings with Home School Family Worker and Pastoral LSA;
- pupil perception surveys;
- parent perception surveys;
- curriculum reviews and evaluations;
- lesson observations;
- work and environment scrutinies.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups;
- ii. eliminate unlawful discrimination, harassment and victimisation;
- iii. foster good relations between different groups in terms of:
 - ethnicity;
 - religion or belief;
 - socio-economic background;
 - gender and gender identity;
 - disability;
 - sexual orientation;
 - age.

10. Equality Objectives 2018-20

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
1. To provide wrap around care for a wider range of families who wish to return to work. The new Tiddly Winkers is the first step towards increasing the offer. The introduction of a new on-site nursery setting will be the next step towards this.
2. To ensure that all groups of children have equal access to rewards and recognition of successes in school. (regardless of any additional needs they may have)
3. To ensure that within our school, we promote the knowledge and understanding of disability through the books we have on offer to the children, our curriculum content and through regular, relevant assemblies.
4. To increase the percentage of children who exceed Expected levels at the end of EYFS and Year Two, particularly children from our most disadvantaged families and groups of children identified as our most vulnerable.

11. Access Plan 2018-20

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

Since being burned down, the school has been completely rebuilt and staff and children have now been in the new building since September 2015. Minor tweaks have taken place and a longer term plan to improve access arrangements has been shared with governors.

	Actions (focused on outcomes rather than processes)
i. Physical improvements to increase access to education and related services	<p>Some doors are very heavy to open, particularly the school front door when it is not working efficiently. School must ensure that the automatic opening system is always working during school hours.</p> <p>Some toilets are difficult to access and there are no children's sized toilets near the hall. School to plan for addition of new child height toilets in the hall corridors and to consider paddle taps to improve the ease of</p>

	<p>handwashing for children with physical disabilities.</p> <p>Increase the opportunities for sensory support by extending the range of equipment which can be accessed in our sensory room.</p> <p>Drop off and pick up times around the main gates are extremely difficult for families with buggy's to navigate. School to investigate a 1 way system to alleviate the volume of traffic going in different directions.</p>
<p>ii. Improvements in access to the curriculum</p>	<p>Gym Trail sessions twice weekly to develop physical skills of targeted pupils. (not all parents as yet, fully understand why their child has been chosen to attend Gym Trail) school must be more explicit as to how these activities will support physical development.</p> <p>Some parents have identified that there are not enough clubs available to the younger children in the school. We will consider opening up clubs to our EYFS children from the Summer Term before they move into Year One.</p> <p>PE lead has analysed data from attendance at sports clubs and will target less active children and girls to take up more sporting activities during Year One and Two.</p> <p>All school trips away from the school site will be carefully risk assessed to ensure all children can access this opportunity regardless of their learning or medical need.</p>
<p>iii. Improvements in the provision of information in a range of formats for disabled pupils</p>	<p>One parent of an SEN child suggested an SEN only celebration assembly where they can share their learning without parents worrying that their child will become overwhelmed or too anxious to perform.</p> <p>SENCo to continue to meet regularly with parents/carers of children with an identified SEND. This will also include a review of Termly Learning Review (TLR) paperwork to make it more celebratory and to show the steps our SEND children are achieving on a termly basis.</p>

12. Community Cohesion Plan 2018-2020

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community;
- local communities;
- communities across the UK;
- the global dimension.

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	<p>Ensure all policies are reviewed to reflect equality policies and expectations.</p> <p>Continue Core Values, Learning Spoons and School Vision to ensure life skills and positive emotional well-being is taught regularly and explicitly. (School Vision and Core values reviewed by all stakeholders in the Summer term 2018)</p> <p>Ensure explicit links are made around disability and review books and literature reflecting a range of physical disabilities. This should also include mental health awareness.</p>
ii. Equity between groups in school, where appropriate	<p>Admissions forms were reviewed in the Summer Term 2018 to gather more information about families and their background. Home Visits were introduced in September to gather appropriate information to support our families. This opportunity was offered to all families joining John Ray Infants.</p> <p>Home Visits and Admissions forms will be reviewed again in preparation for new entrants in September 2019. Some parents have identified that it is more difficult to attend events and activities during school time due to work commitments. This has also been identified as a problem for parents who want to speak to teachers first thing in the morning or at the end of the day. School must consider a timetable of events and meetings which do not always take place during school time to ensure equality of access for working parents.</p>
iii. Engagement with people from different	<p>Daily Early Birds Breakfast club open to all children identified as vulnerable. School to monitor uptake.</p> <p>SENCo to further develop working relationship and partnership with</p>

<p>backgrounds, inc. extended services</p>	<p>parents of SEND pupils. SENCo to liaise with specialist teachers who will best support children identified with additional learning or medical needs.</p> <p>Training to be identified to support children with medical needs (such as physical disabilities, children requiring feeding tubes)</p> <p>Teachers to 'go the extra mile' to support parents/carers in ways to help their child at home, by making packs of simple resources and explaining clearly how to use them. Shared at Termly Learning Reviews or when additional meetings are deemed to be supportive.</p> <p>School to consider how to engage with a wider range of families requiring mental health and wellbeing support. Better signposting of local groups who provide drop-ins and support. Add links to the school website and share leaflets from local community groups.</p>
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