



The Horsell Village School

Equality Policy

Including Accessibility Plan 2019-2022

Policy Aims

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth and have the right to be safe, learn and respect.

At The Horsell Village School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.
- The curriculum will promote raising awareness of radicalisation

Promoting Equality: Achievement

There is a consistently high aspirational expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At The Horsell Village School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and acceptance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to all applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is available to everyone;
- Equalities policy and practice is covered in all contracts and staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school 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;
- The school reports to Governors, and the DfE on an annual basis the number of prejudice related incidents recorded in the school.

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

The Horsell Village School aims to work in partnership with parents/carers. 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 One Voice meetings, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- 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.

Accessibility Policy and Plan 2019 - 2022

The planning duties of the Disability Discrimination Act (DDA) makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We welcome applications from children with disabilities. The age and design of our building make some areas harder to access than others; we are determined however, that this should not disadvantage any child. When a place has been given or information is requested relating to a child with disabilities we invite in professional bodies to recommend reasonable adjustments to the school. This ensures that the changes meet the needs of individual children and are not generic, for example height of additional handrails.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and reviewed regularly;
- The actions, procedures and strategies related to the policy are implemented;
- The Children and Learning Committee Governors will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Steering Group has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all staff who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.