



Single Equalities Policy – 2016-2019 (Reviewed 2017)

The purpose of the single equalities plan is to bring into one policy all the equalities legislation into a single plan and with a single equalities action plan to support this; its purpose is to bring together our approach for promoting equality in our policies and procedures and more importantly in our day-to-day practices and in our interaction with the whole school community.

This policy outlines the commitment of the staff and Governors of Fleggburgh CE Primary School to ensure that equality of opportunity is available to all members of the school community for our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the staff i.e. AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Students on placement

We recognise that it is very important for all of us to work together to achieve this aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all pupils and to play our own part in ensuring this equality within the whole school community.

The following statements formed the original policy discussion and are used for evaluation of the policy and procedures in school:

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has the Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Our School Aims

In meeting all of the duties described within this scheme, this means that all of our actions will embody the school's key principles and values.

We aim to create a caring, secure, happy and exciting place to learn: where every child is able to find their unique talents and is able to develop their potential to the full.

Our school is a place where we all try to do our best in all that we do.

We believe that equality at our school should be obvious in 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.

Our School – a brief summary of the main characteristics of Fleggburgh CE Primary School (diversity and community make up) within Norfolk's Profile

Norfolk is a rural county with a diverse population of about 832,400. 39% of these live in the Norfolk's 3 major centres, Norwich, Kings Lynn and Great Yarmouth; 37% of pupils live in a community of fewer than 2,500 – this is the type of community that Fleggburgh CE Primary school lies within.

Comparative Norfolk Statistics

- At our school we have 53 on roll (January 2017), this is made up of **30 boys (56%) - 23 girls (43%)**
- The ethnic make up of the children at our school is:
 - White British – 46
 - White English – 87%
 - Other white british – 0%
 - Other white background 13 %
 - Refused – 0%
- The number of pupils with a disability on roll is: 0. 7 children have a diagnosis of Autistic Spectrum Disorder, 1 child has a statement for SAEN; 13 children are noted on the school SEN register
- Our school is physically accessible to wheelchair users, there is a disabled toilet with modifications made to the toilet space, supports have been put into place, the door is widened and opens outwards; there is a sufficiently large turning space before the toilet door.
- The majority of the school is accessible to wheelchair users with ramps to spaces outside of the main school building and modifications made to door areas. When repainting has taken place within the school the governors have ensured colours used are suitable for allowing partially sighted users to differentiate where doors/access points are placed – colours chosen for doors, escape areas etc are clearly differentiated from walls.
- Fire exits are clearly marked.
- The school has undertaken environmental reviews with staff from the Virtual School for Sensory Support to ensure that pupils' individual sensory needs and safeguarding is paramount.

Legislation and information that we as a school used as our guidance when preparing this policy. The Equality Scheme and Action plan covers a 3 year period from 2015/16 – 2018/19

- Our school Information Report for Parents on SEND.
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)

- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)

Our policy and action plan integrates our statutory duties in relation to race, disability and gender and the duty to promote community cohesion. The duties cover staff, pupils and everyone who uses the services of our school. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Our single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all 6 equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way. It encourages the reporting annually on the progress of the Single Equality Scheme and Action Plan. This is reviewed as part of the Governing Body's duty to promote equality and community cohesion.

Our Duties:

Under statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups

Our aims within our 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, including identified British 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
- Ensure children in "split" cohorts are entitled to equitable access to the age related curriculum, that learning objectives are linked both to a child's level of development as well as opportunities to ensure that all children are entitled to be taught all of the planned learning objectives for their year group, through joint planning and opportunities for groups of children to be taught within the Foundation Subject Curriculum, with their year group cohort.

Admissions and exclusions

Our admissions arrangements, which are the Norfolk Schools' Admission arrangements, are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Where exclusions are necessary these will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact; Norfolk guidance is followed where an exclusion is enforced.

Under our specific duty we:

- Prepare an Equality Action Plans which form part of the School Development and Improvement Plan, which includes our written policy for promoting race equality
- Assess the impact of our policies, including the Plans, 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 general duty to promote disability equality is owed to all disabled people which means that we have due regard to:

1. Promote equality of opportunity between disabled people and other people.
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

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

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access.
- Make written information accessible to pupils in a range of different ways.

We must make sure that disabled pupils do not receive less favourable treatment and to do this the school has to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity between men and women, girls and boys

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of Fleggburgh CE Primary School) considers that it has addressed this through the implementation of the Modern Reward Strategy and unified pay and conditions for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups. We have incorporated these priorities within the school development plan (cross referenced to the Single Equalities Scheme and Action Plan). These duties will be monitored as part of the school development and improvement schedule.

Age, sexual orientation, religion and belief

We will ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Values and Visions

Our school aims and the actions of all involved with the school underpin the following values:

- We strive to make the best provision for all pupils and students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is ***"the necessary steps to ensure that every young person is given the equality of opportunity to develop socially, to learn and to enjoy community life."*** This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys and girls.
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in our policy review.
- We recognise our role in promoting community cohesion and actively encourage the participation in public life of all the learners in our school.

Self monitoring, Review and Evaluation - children

Fleggburgh CE Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which all pupils are encouraged to fulfil their potential.

We use the following information about all pupils:

- Attainment levels
- Attendance Levels
- Exclusions
- Attendance at Extended Schools Activities (extra-curricular activities)
- Complaints of bullying and harassment
- Participation in school council

Analysis of this data informs both the Equalities Action Plan and the School Development Priorities plan.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information

suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Self monitoring, Review and Evaluation – employment and governance

Fleggburgh CE Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

Fleggburgh CE Primary School aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The Employment Duty within the race legislation states that all schools should collect information on staff in post, applicants for employment, training and promotion. Although other data is not required under legislation the school is aware of appropriate information to ensure that it cannot be considered to be demonstrating discriminatory practice. This duty applies to all staff, whatever their capacity.

Information gathered:

- Staff profile
- Governing Body Profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisal, performance management

The school has a clear Confidentiality policy, written in line with the Information Sharing Policies and protocols, which are recorded with the Information Commissioner.

Priorities and action areas identified from the analysis of the data are shown in the Action Plans. Actions to address the issues have been prioritised as part of the scheme and action plan.

The role of governors

- The governing body has set out its commitment to equal opportunities in this policy and within the School Development plan priorities which are created to continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the Assistant Headteachers and governing body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointments panels give due regard to this policy, 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

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 Plan
- 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

Tackling discrimination including Dealing with Racist Incidents

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti

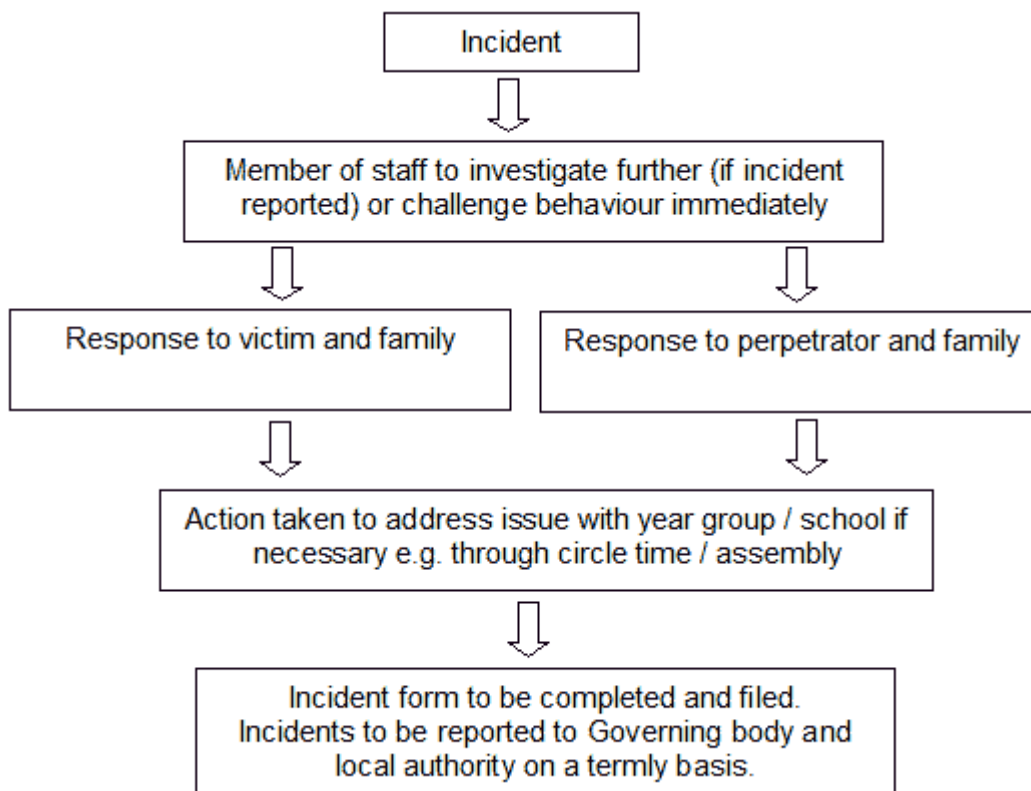
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:

- The school procedures relating to Racist Incidents is taken from the guidance *“Schools Race Equalities Policies –from Issues to Outcomes”* (2004); the school ensures that any incident that staff overhear or deem to have racist overtones is discussed with the headteacher. The headteacher, as the staff member charged with promoting all aspects of equality, investigates the incident in accordance with the Local Authority procedures.
- All incidents are reported to the parents/carers and the school notifies both the Governing Body and the Local Authority. Information about racist incidents is recorded on the on-line racist incident reporting form and submitted to the LA, a copy is retained in school.
- **NCC Children Services - Prejudice related incident report main reporting form: link via Norfolk Schools**



Consultation and Involvement

We involved pupils, staff, governors and parents and carers, and the wider school community when creating the Equalities Scheme and Action Plan. Further review takes place annually due to the changing nature of the school community through consultation with parents, community groups, specialist advisers

Groups involved with the creation of this policy include:

- Parents and Carers – particularly those children whose needs fall within the remit of this policy
- Staff – discussions with individual staff working closely with children supported by this policy
- Discussions at staff meetings
- Discussions at governors meetings
- Discussion within the cluster group – eg with Sports Partnership teams and Cluster Heads meetings
- Annual reviews have been undertaken by specialist support advisers, including sensory support teams, occupational therapists (individual pupils) and building surveyors

Equality Impact Assessment

The policies in the school are reviewed over the academic year by the governing Body and key user groups. The school needs to ensure that every aspect of its working is genuinely accessible and meets the need of the children, staff, parents, carers and local community in relation to age, disability, gender, race, religion, belief and sexual orientation.

There is an inventory of the existing policies within the school, and the school undertakes a rolling programme of review and impact assessment for all policies and procedures.

Our school policies:

We have used our existing school policies to inform our Single Equalities Scheme. These include:

- School Development and Improvement Plan -annual plan
- School Inclusion and SEN Policy
- School Building Development plan – accessibility plan - see changes to toilet 2014
- Discriminatory Incident reporting policy
- Anti-bullying policy
- Positive Behaviour Policy
- Intimate Care policy within Safeguarding Policy
- Positive Handling Policy -not current; staff to undertake relevant training February 2016

Roles and Responsibilities

- Our Governing Body will ensure that the school complies with the statutory requirements in respect of this scheme and Action Plan
- The headteacher is responsible for the implementation of this scheme and will ensure staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governing Body.
- The Headteacher also has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure that all visitors to the school, including parents/carers adhere to our commitment to equality.

Commissioning and Procurement

At Fleggburgh CE Primary School we are required by law, and through our purchasing/procurement procedures set down in the Norfolk Finance Manual, to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection within any tendering process.

Publishing our Scheme and Action Plan

Copies of this Single Equalities Scheme and Action Plan are available via:

- Our school website
- Available to read in the school entrance hall, with other key policies (parents can request copies of the policy)
- Within the staff Code of Conduct File

Annual Review

We will continue to review annually the Action Plan and scheme in light of the information gathered as part of the review and monitoring process which include:

- The results of information gathered about activities for race, disability and gender and how this information has been used.
- The outcome of involvement activities from minority groups
- A summary of impact assessments undertaken
- Successes relating to what has already been achieved over the year

We will revise our Single Equality Scheme and Action plan every 3 years.

We will continue to involve people from all aspects of our school community in the on-going devolvement of our Single Equality Scheme and Action Plan this includes:

- regular review of policy and approaches with key Governors – Safeguarding and Additional and Special Educational Needs governors
- opportunity within Class Councils and PSHE to discuss equality and diversity issues
- a regular opportunity to discuss aspects of the policy within Staff meetings
- opportunity to re-survey parents and key groups about how the school carries out its duties in relation to Equalities.

The Policy was initially completed in 2010 prior to the adoption of the Single Equalities Scheme in January 2010. Reviews of action plans and priorities are undertaken annually and form part of the annual School Development and Improvement Plan

- Headteacher – Miss Rachel Quick
- Assistant Headteacher – Mrs Ingrid Rounce
- Safeguarding Governor – Daniel Forde Pogson
- SEN governor – Mrs Chris Brigham

Equality Area	Current Priorities	Cost/Impact and Evaluation
<p>Race Equality</p> <p>This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.</p> <p>The General Race Equality Duty requires us to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate racial discrimination • Promote equality of opportunity • Promote good relations between people of different racial groups <p>Community cohesion</p> <p>The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.</p>	<p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • Prepare an Equality Plan which includes our written policy for race equality • 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 <p>The school curriculum aims to promote understanding of the wider British community and diverse communities, as well as teaching the children about the local community</p> <p>Monitoring of the curriculum by staff to ensure that misconceptions regarding Britain are minimised and removed</p> <p>Opportunities continue to be sought to promote good relations with pupils - curriculum enrichment visits to places of worship, cultural aspects within assemblies, teaching eg Judaism;</p> <p>PATHS programme supports learning about difference, tolerance, understanding - staff to capitalise on this - ensure learning opportunities are not minimised</p> <p>Make available school brochures, school newsletters and other information for parents in alternative languages - awareness of ensuring access to all documentation - pupils and parents - review: ensure staff aware of translation services - as required</p>	<p>British Values training – November/December 2016</p> <p>Review of curriculum – January- March 2017</p> <p>Ongoing</p> <p>Purchased 2015 – on-going training and support</p>
<p>Disability</p> <p>This section should be read in conjunction with the school's Special Educational Information report, Local Offer and Cluster SEND policy and Accessibility Strategy.</p> <p>Definition of disability</p> <p>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-</p>	<p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them • Review and revise this Scheme at least every three years <p>In 2015 we undertook extensive building work to enhance support for disabled pupils, parents, staff and volunteers:</p> <ul style="list-style-type: none"> • Creation of new toilet - fully DDA compliant, including seating and emergency pull cords • Lowered wheelchair washbasins • Support barriers - visually obvious • Safe flooring • Risk assessments and access arrangements 	<p>Availability of written material in alternative formats - school will apply for VI/HI modified texts as required –</p> <p>modifications made for pupils with diagnosed VI supported by teams at Virtual School for Sensory Support</p> <p>Reviewed document to website annually</p>

<p>to-day activities'.</p> <p>The DDA 2005 has also extended the definition of disability as follows:</p> <ul style="list-style-type: none"> • People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities; • Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities. <p>Legal duties</p> <p>The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:</p> <ul style="list-style-type: none"> • Promoting equality of opportunity between disabled people and other people • Eliminating discrimination and harassment of disabled people that is related to their disability • Promoting positive attitudes towards disabled people • Encouraging participation in public life by disabled people • Taking steps to meet disabled people's needs, even if this requires more favourable treatment 	<p>for individual pupils created in conjunction with Occupational therapy teams - see individual plans</p> <ul style="list-style-type: none"> • Visual paint for trip hazards <p>The building continues to be altered as pupils move throughout the school and emerging needs are identified</p> <ul style="list-style-type: none"> • The school is proactive, where necessary about applying for Access Through Technology grants for pupils with disabilities - ATT grants - • continue to monitor these to ensure that learning support materials remain current • continuing training plans for staff for supporting pupils with disabilities eg ASD awareness, Norfolk Steps (positive handling) <p>School to maintain support plans and follow advice as above</p> <p>Make available school brochures, school newsletters and other information for parents in alternative formats - awareness of ensuring access to all documentation - pupils and parents - review</p> <p>Raise the awareness of adults working at and for the school on the importance of good communications systems - cluster development area - linking to high proportion of pupils with social communication disorders in Early Years and ASD - key TA/teaching staff to undertake Elklan communication training -</p> <p>Elklan dissemination by Lead Communication Practitioners (Level 3 teachers)- leading to improvements in school environment and increased confidence with supporting pupils with a communication disorder -</p> <p>Audit of school as a Communication Friendly school - Summer Term 2017 (Elklan)</p>	<p>Monitor need</p> <p>Use of EPSS teams – contribution of Cluster notional funding - £3,700 in 2016/17</p> <p>Elklan communication training programme devised by Cluster – dissemination into school 2016/17 – led by Claire Mayfield</p> <p>Audit Summer Term 2017</p>
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<p>Gender Equality (transgender)</p> <p>The Gender Equality Duty 2006 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.</p> <p>Under our general duty we will actively seek to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment <p>Promote equality between men and women</p> <p>Sexual Orientation</p> <p>The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.</p> <p>The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.</p>	<p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them • Review and revise this Scheme every three years. <p>Where specific examples of gaps between genders exist pupil progress meetings will consider:</p> <ul style="list-style-type: none"> • Curriculum plan - is the curriculum and plans supporting narrowing attainment gender gaps - school is clear about why gaps are "obvious" in certain year groups - case studies indicate reasons for uneven attainment - remove gender as issue - termly • whether choices about class placements can be made to even out uneven gender mix • utilising key support and teaching staff to support gender imbalance in teaching and learning - outcomes • transgender children/families are supported in accessing school building and environment - eg non determined toilet facilities, sports events are not gender defined • Tackling stereotyping - eg boys dance, girls invasion games eg rugby, football through opportunities offered in school, including music choices, choice of coaches, teaching staff 	
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Policy reviewed: January 2017

Signed:..... Chair of Governors.....Date