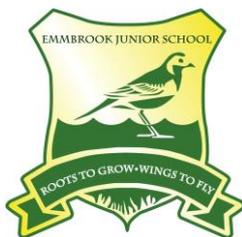


Emmbrook Junior School



EQUALITY POLICY AND ACCESSIBILITY PLAN

Responsibility of: Finance, Community and Premises (FCP) Committee
Date of Policy: September 2017
Date of Review: September 2018

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened, so they make good academic progress, whilst gaining increasing resilience and respect for the community.

Introduction

This single policy aims to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Part One

The primary aim of Emmbrook Junior School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. The school will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This Means: We will take reasonable and necessary steps to meet the needs of pupils by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect. We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, help students understand and value the diversity that surrounds them and challenge prejudice and stereotyping.

We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice and trends are identified, which inform the setting of our equality objectives in the school improvement plan.

We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.

We will make reasonable adjustments such as providing auxiliary aids for disabled staff.

Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.

Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Training will be given to staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. Throughout the year, the school will hold events to raise awareness of equality and diversity. This may include a focus on respect for other cultures, religions and beliefs, and developing an understanding of the effects of discrimination.

We will ensure pupil/parent/staff consultation is sought when reviewing this policy.

We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join the school.

Through training led by the Head Teacher and Inclusion Manager we will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice. This training will be revisited annually. Training and awareness sessions will be set out in the school improvement plan.

The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually. The governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (i.e. eliminates

discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the duties.

Part Two

Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

Prohibited Conduct' (acts that are unlawful)

Direct discrimination. Less favourable treatment because of a protected characteristic.

Indirect discrimination. A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment. Conduct which has the purpose or effect of violating dignity or creating a intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation. Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability. Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Gender re-assignment discrimination. Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

Pregnancy/maternity related discrimination. Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception. For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding). In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans.

Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

Take reasonable steps to provide auxiliary aids/services.

Provide information in an accessible format.

Develop and implement (by allocating appropriate resources) Accessibility Plans to:

Increase disabled pupils’ access to the school curriculum

Improve the physical environment

Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

Responsibilities

Governing Body.

Ensure that the school complies with equality-related legislation.

Ensure that the policy and its procedures are implemented by the Head Teacher.

Ensure all other school policies promote equality.

Give due regard to the Public Sector Equality Duty when making decisions.

Head Teacher

Implement the policy and its related procedures.

Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.

Take appropriate action in any case of actual or potential discrimination.

Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.

Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.

Promote equality and good relations and not discriminate on any grounds.

Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.

To be models of equal opportunities through their words and actions.

Pupils

Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

To be aware of, and comply with, the school's equality policy.

To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

EQUALITY OBJECTIVE

All schools are required to publish at least one equality objective and to review it at least every four years.

Emmbrook Junior School has now set the following equality objective:

To create a rich environment which enables all pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

This objective will be developed in the following three aspects:

School ethos

Curriculum

Physical environment

Approved by Governing Body

Chair of Governors

Date 19.09.2017

Head Teacher

Date 19.09.2017

Appendix 1: Accessibility Plan

Introduction

This plan is drawn up to implement the Emmbrook Junior School Planning Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfE guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

Key Objective

To create a rich environment which enables all pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils, staff, parents or visitors less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

School Principles

- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

Activities

The school will undertake to meet its key objective by developing three key areas:

1. Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice

2. Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health, provision
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice
- Integration of Hearing Impaired children from the resource base in the school.

3. Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with Local Schools, LA and local support services to source best materials at an appropriate cost
- Include parents and pupils in the choice of the most suitable media for the disabled child

Linked Policies

The plan will contribute to the review and revision of related school policies:

- School Improvement Plan (as appropriate)
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies
- Disability Equality Scheme

Publicising the Plan

Copies of this plan will be available to existing or prospective parents.

Targets	Strategies	How	Goals Achieved
Ensure compliance with DDA and Code of Practice	<ul style="list-style-type: none">• Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan• All staff informed via staff email and meetings	Staff Meeting Guidance Notes Governors Meetings	School complies with DDA and COP Requirements
Increased involvement of parents of disabled children in decision	<ul style="list-style-type: none">• Encourage parents to become governors	Parents evenings Literature Website	Parents of disabled children feel able to express their views and

making	<ul style="list-style-type: none"> • Consult parents • Annual review of Disability Equality Scheme 	Individual Pupil Review Staff, parents and pupils consulted	actions taken to meet needs
Improved awareness of prospective and existing pupil disabilities	<ul style="list-style-type: none"> • Include as part of the application process • Training • Transition visits to other settings 	Application process Staff Meetings Home +setting visits of new entrants	School able to best target / plan resources
Improve staff understanding and skills for dealing with disabled students	<ul style="list-style-type: none"> • Training sessions in awareness and different disabilities • Open discussion • Review of procedures and policies 	Staff Meetings Training Reviews Governors Meeting Briefings from experts	A wide skill base is available
Staff Advisors set up for key disabilities	<ul style="list-style-type: none"> • Sign language training • Deaf awareness training • Visual impairment training • Autism training • TAs with BTec training 	Internal courses - ToD, Sensory Consortium staff - Tech training from Mary Hare and Cochlear Implant Centre - Southampton VI and HI BTec qualify	Chosen staff member is confident in giving advice to others in their key disability Also able to support technical aids children use
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> • Set up mentoring or buddy schemes • Set up links with other children in other schools with similar disabilities • Include School Council in decision making 	Student council Staff meetings Governors Meetings ToD arrange links & visits	Disabled children feel more secure within their peer group Peer group have greater knowledge and understanding of pupil disabilities
Improve access for hearing impaired pupils	<ul style="list-style-type: none"> • Provide visual support for activities in Hall • Update specialist equipment eg radio aids, Sympodiums, & specialist software • Test box for HI resource 	Provide computer, projector and screen link to Hall Sound system Class sound fields updated to work with new implants and aids	HI children fully engaged in all activities as far as is possible
Ensure access to the curriculum for all pupils	<ul style="list-style-type: none"> • Modify resources • Modify levels of support • Adapt the classroom environment where possible • Adapt delivery of the curriculum where appropriate 	Evident in planning Class teacher to adapt environment Resources - e.g. laptops, OT resources, Visual resources etc.	All children engaged in curriculum activities as fully as possible as a result of strategies employed
Improve access for visually impaired staff,	<ul style="list-style-type: none"> • Specialist equipment and resources as 	As advised by Sensory Consortium	Improve VI staff and pupil's access to whole

pupils and families (1)	<ul style="list-style-type: none"> required Site adapted and highlighted as required Ensure manifestations are compliant on all glass doors 		curriculum and site
Improve access for visually impaired staff, pupils and families (2)	<ul style="list-style-type: none"> Site walk performed to identify safety and visibility risks Letters and texts are modified and enlarged when needed Dog pen installed in school grounds for guide dog to toilet safely 	<p>Performed by Sensory Consortium and actioned by Site Controller</p> <p>Office staff to modify documents when needed</p>	<p>Improve VI staff and pupil's access and safety of whole school site</p> <p>Access to all documents is enabled</p>
Improve signage to site for adults and children	<ul style="list-style-type: none"> Signs for parking, entrance and toilets Alternative ramp and markings to step edges remarked annually 	Install clear signs to aid access to site for all	VI, HI and those with mobility problems can access all parts of the school without problems
Provide appropriate toilet and cleaning facilities for children and others with conditions requiring changing nappies etc.	<ul style="list-style-type: none"> Install cleaning and changing facilities for children with colostomy bags or bowel problems 	Disabled toilet located in Year 6 corridor	<p>Children cleaned and changed in privacy</p> <p>Other pupils looked after without causing staff problems</p>
Improve school access for wheelchair bound pupils	<ul style="list-style-type: none"> Enable easy access to all areas of school for pupil or adult in wheel chair Disabled parking space directly outside reception 	<p>Portable ramp able to be fitted to external doors to allow outdoor access</p> <p>Self-closing fire doors in corridors</p>	Wheel chair users can access all areas of school.
Improve signage around site for wheelchair access, buggy access etc.	<ul style="list-style-type: none"> Enable easy and quick access to all areas 	Install new signs as required around site	All visitors can easily access the site
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and ASD	<ul style="list-style-type: none"> Seek advice from relevant bodies on appropriate colour schemes. Ensure all displays are of muted tones where possible 	<p>SENCo advice</p> <p>Display policy</p>	School environment is not overly busy with colour so sensory impact is reduced.

MAKING IT HAPPEN

Implementation

This disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The Emmbrook Junior School Governing Body will monitor this scheme termly. The school Governing Body will present findings annually, to all members of the school community, and available in alternative forms of communication which are appropriate to the needs of its disabled members.

Evaluation

There will be internal evaluation of this scheme as above.

Publication

This documentation is published on an annual basis and may form part of the school's Improvement Plan and Equal Opportunities policy.

Reporting

There will be an annual report on this scheme demonstrating:

- Progress made
- Outcome achieved
- Work in progress
- Amendments to the scheme

This report will be available to all school members in hard copy, and in the form of alternative communication where necessary.

Links with other school plans and policies:

This scheme is to be read in conjunction with the School Accessibility Plan. Together, they are intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy
3. Anti-Bullying Policy
4. Protection of Employees and associated documents (including Bullying and Harassment)