



EQUALITY AND INCLUSION POLICY 2014- updated June 16

Accessibility Plan

Every child has the right to a good education irrespective of race, social class, gender or disability. Children should have opportunities to develop intellectually, socially and physically and to acquire concepts, skills and attitudes suitable to their level of development. They should have the opportunity to acquire different sorts of knowledge. Children should be helped to develop morally and to acquire an understanding of their own rights and responsibilities as well as the rights and responsibilities of other people, taking more responsibility for their own lives. Every child should be able to learn and play in an environment in which they feel safe and supported. The school will not tolerate any form of bullying, discrimination or abuse whatsoever and adheres to local guidelines when handling any such incidents.

Declaration of Children's Rights

These rights should be enjoyed by every child in Southwark, regardless of race, gender, religion or nationality.

- Every child has the right to grow as a child.
- Every child has the right to be safe and happy.
- Every child has the right to receive the broadest and highest quality education possible.
- Every child has the right to be respected and valued.
- Every child has the right to have her/his language and cultural background acknowledged, respected and reflected in the day to day life of the school.
- Every child has the right to the highest possible expectation of their ability and potential, in accordance with their particular needs.
- Every child has the right to have the greatest understanding of themselves and others and of their own and wider community.
- Every child has the right to develop the knowledge, skills and understanding necessary to participate and contribute to a rich, complex and socially diverse society.
- Every child has the right to be involved as far as possible in decisions/discussions about their educational needs.

Aims

- We aim to foster an atmosphere of mutual respect between all children and adults who are involved in the life of our school and to ensure that our curriculum is reflective and relevant to the diverse community in which we live.
- We seek to provide an environment which is safe and welcoming for all its members and will challenge racist and sexist assumptions, attitudes and behaviour and other prejudicial statements and actions.
- We believe that all children, regardless of race, gender, class, culture, creed or disability, should have equal access to the curriculum and we strive to remove barriers to access and eliminate variations in outcomes for different groups.
- We expect high levels of achievement for all our pupils and as they go through school encourage them to take more responsibility for their learning and generating a sense of purpose which raises aspirations, develops skills and encourages achievement and excellence.
- We believe that it is important to develop effective parental support, foster good home school links and provide an extended service that encourages a shared understanding of learning and community.
- We aim to promote community cohesion and encourage pupils and families to have a greater understanding of our local community, as well as wider communities, developing a strong respect for diversity, as well as an awareness of what they all hold in common.

Objectives

- To ensure the school ethos and vision is inclusive and promotes equality.
- To recognise and value all languages and cultures, and welcome them in our school community.
- To enable pupils to become high achieving, confident and competent users of English, with high levels of self esteem.
- To provide equality of opportunity for all our pupils to be involved in out of school work.

- To provide a balanced curriculum which not only meets the requirements of the National Curriculum, but also engenders respect between individuals, values our children's diversity and gives positive images of traditionally disadvantaged groups.
- To provide a curriculum and environment that meets the needs of all our pupils and to ensure that all pupils can access their curriculum.
- To offer an inclusive curriculum that focuses on small steps in achievement and celebrates success.
- To ensure that integration is inclusive and beneficial.
- To review the curricular provision annually and use assessments and data analysis to support improvements.
- To enable pupils to become independent learners, who are also able to work in collaboration with others.
- To develop mutual respect and supportive relationships with all members of the community.
- To ensure that the pupils' language, learning and pastoral needs are met through the school policies and practices.
- To provide an environment which is welcoming to all and allows the discussing and challenging of stereotyping and discrimination based on gender, disability or race.
- To provide an environment where pupils feel safe and supported.
- To provide resources which avoid stereotyping, discrimination and reflect the diversity of the school population.
- To challenge any discrimination or unacceptable behaviour including bullying
- To ensure that all children are aware of the school's expectations with regard to their relationships with others.
- To make every attempt to ensure that the make up of the staff and governors reflects the community of the school.
- To make every effort to welcome all parents and encourage them to play an active part in their child's education and to keep them fully informed of their progress.
- To actively encourage parental input, from the initial enrolment meeting, throughout the child's education.
- To encourage interaction between the school and the community.
- To provide access to information about outside agencies which can benefit children when necessary.

The school will ensure the following:

Environment and resources

- ◆ Attractive displays which reflect the working life of the school, the cultural diversity of the school population, avoid stereotyping and give positive images of traditionally disadvantaged groups.
- ◆ Work should be displayed by all children, showing a variety of levels of abilities.
- ◆ Access throughout should be as easy as possible. This may require meetings etc. to be held on the ground floor.
- ◆ Access to school policies will be via the school office and website.
- ◆ Shared areas and classroom environments will reflect the cultural, religious, spiritual, racial and linguistic diversity of the school population in its displays, decoration, signs and labels
- ◆ All classes and shared areas will display symbols and use visual timetables.
- ◆ Learning materials will be used that positively reflect all sections of the community.
- ◆ Equipment will be identified which allows those with disabilities to have the opportunity to participate in all aspects of the learning experience.

Curriculum

- ◆ To provide a curriculum that is broad and balanced, differentiated and relevant to all.
- ◆ Each curriculum policy contains a statement of provision to be made with regard to equal opportunities.
- ◆ Assemblies will be used to promote the school's ethos and vision and to reflect our multi-cultural society. Religious festivals and anniversaries of all cultures will be covered.
- ◆ Events such as Refugee Week and International Evening are part of our integrated curriculum.
- ◆ PSHE sessions will give the children opportunities to explore a range of issues in a safe environment.
- ◆ SEAL themes and Chris Quigley curriculum drivers are used to underpin the curriculum and support assemblies.

Children

- ◆ We encourage children to respect and care for all those involved in the life of the school.
- ◆ Children are encouraged to report any forms of bullying to staff and know that it will be dealt with.
- ◆ Discussion is valued as an important opportunity to listen and respect each others' views, but also as a time to challenge and question.
- ◆ Classroom organisation is under constant review to ensure strategies, which avoid domination of resources by one group.
- ◆ Integration within the class is encouraged, particularly with regard to the pupils in the Autistic Resource Base, and social mixing of groups is promoted.

- ◆ Children with SEN or disabilities will have a Behaviour Plan and/or Care Plan to ensure their individual needs are met
- ◆ Children are elected to School Council and Eco Council to encourage whole school awareness and be involved in decision making that affects them.
- ◆ Children can nominate themselves to be Playground Buddies and promote the school ethos at playtimes.
- ◆ Weekly Philosophy for Children sessions take place to encourage questioning and thought about the world we live in. They also give staff an opportunity to challenge racial, gender and other stereotypes.
- ◆ Regular surveys are carried out to enable the school to identify areas for improvement.
- ◆ Learning Mentors work with the children to improve behaviour and provide time and space for them to talk.
- ◆ All children in Year 5&6 are supported by Shine Mentors

Staff

- ◆ Staff are expected to set an example by showing that they value the contributions made by all children and adults involved in the life of the school.
- ◆ There are regular discussions and monitoring of levels of achievement and behaviour in light of gender, race and disability.
- ◆ Staff are required to report any racial incidents and these will be reported in full to the LA.
- ◆ Staff are required to report any homophobic incidents which will be fully dealt with.
- ◆ Staff are required to report any incidents of bullying which will be fully dealt with.
- ◆ Staff will challenge and discuss all stereotypes.
- ◆ Training needs of the school and individual staff members are monitored and evaluated to ensure that INSET and development reflects our aim of providing a high quality education
- ◆ The Inclusion Manager will liaise with teaching staff and support staff concerning pupils' needs, INSET needs and resources, collect and analyse data relating to language levels, ethnicity, language spoken, gender and year group, organise and carry out an induction programme for new arrivals, liaise with parents to ensure full parental/school communication and involvement including admissions.
- ◆ Staff will ensure that the teaching and learning environment will be safe for parents, pupils and staff from ethnic minority communities through the implementation of effective anti-racist approaches and an effective behaviour policy.
- ◆ Staff will work as a team to ensure that the school ethos will be one of respect for and celebration of diversity, open and honest communication and trust
- ◆ Staff will support children individually and in small groups to aid access to the curriculum.
- ◆ Staff meetings take place to discuss the levels of achievement in the light of gender, race, class or disability.
- ◆ Results are analysed according to achievement by groups, for example, gender, race, English as a second language, free school meals, mobility with this country.
- ◆ Staff should feel safe at work.
- ◆ Staff are made aware of the whistle blowing policy and procedures.
- ◆ Staff have access to the employee assistance programme
- ◆ Staff are encouraged to have union representation
- ◆ Adjustments will be made to staff job descriptions and duties where possible and reasonable.

Parents and community

- ◆ We encourage the partnership between parents and school
- ◆ Parents are kept informed using newsletters and a notice board.
- ◆ Parents are invited to class assemblies. Any parent who is concerned about the content of assemblies, are welcome to observe.
- ◆ Meetings are held to share with parents, any decisions regarding changes in policy. They are invited to contribute to these changes.
- ◆ Parents are invited to Family Conferences to discuss their child's progress in school.
- ◆ Parents groups run each week and provide training and support on a number of subjects
- ◆ The school Outreach Worker is available to offer support and advice on a range of issues, as well as working with community and family support groups.
- ◆ We encourage the recruitment of members of the local community to talk to children on appropriate topics.
- ◆ Parents are encouraged to complete termly surveys to enable the school to identify areas for improvement.

Governors

- ◆ We are a committed equal opportunities employer and follows LA guidelines.
- ◆ To encourage parents from different groups to become governors and support them fully on appointment.
- ◆ We use the Southwark criteria when carrying out admissions for nursery places and mid term admissions. Admissions for reception places are carried out by the LA.
- ◆ Monitor all school policies
- ◆ Monitor termly any incidents of bullying or discriminatory incidents that are reported to Southwark LA
- ◆ Ensure that school improvement targets reflect the requirements for all groups and support official guidance

Anti-racist statement

The Governors aim to:

- Be aware of and counter racism and the discriminatory practices to which it gives rise.
- Be aware of and to provide for the particular needs of pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- Prepare all pupils for life in our multicultural society and build upon the strengths of cultural diversity.

In order to achieve these aims, we commit ourselves to:

- Support the recommendations of the Stephen Lawrence Enquiry, namely by recording all racist incidents and ensure that these are reported to the full Governing Body and the LA. Incidents should be reported to parents/carers as appropriate.
- Developing our understanding of the principles and practices of equalising opportunities and implementing them.
- Active consideration of our own practices in order to ensure they are fair to all.
- Increasing empathy with the needs, aspirations and demands of the minority ethnic communities and responding sensitively to them.
- Encourage the participation of black and minority ethnic representation and participation in all decision making processes.
- Monitor staffing and staff development, in order to encourage applicants from minority ethnic groups and ensure training and career needs are met.
- Encourage the recruitment of black and minority ethnic governors.
- When reviewing the curriculum to ensure that it is appropriate to all and adequately represents the multicultural nature of our society staff are aware that it needs to be appropriate to all and adequately represents the diverse nature of society.
- Ensure that this curriculum is structured in such a way that all members of the school community have equal access and ability to succeed.
- Enable all our pupils to recognise and learn from the rich diversity of multicultural Britain and develop positive responses to our society.
- Review the ethnicity of excluded pupils to ensure that exclusion is not the outcome of unwitting racism.
- Ensure all staff have access to diversity awareness training as necessary.

We expect the following practice from all adults involved in the school:

- Work together to prevent racial harassment.
- Be actively opposed to racism and any form of harassment.
- Take full responsibility for dealing with any form of racism and report the incident to the relevant line manager.
- Provide support and counselling for victims of racism.
- Zero tolerance regarding any racist comments, literature and graffiti within the school premises.
- Challenge racist attitudes, structures and practices of external organisations with which the school has dealing.
- Ensure that racism does not appear through exclusiveness in groupings of any nature within the school.
- Work sensitively to ensure that every child is able to value his/her uniqueness and cultural traditions.
- Consider our multicultural society in every communication/display/ report.
- Use the taught curriculum, particularly in terms of RE and PSHE, to inculcate habits of right thinking which are essential in combating racism.
- Recognise and share in the celebration of a variety of festivals.

Race Relations Act (amendment) 2000

This Act makes it unlawful to discriminate directly or indirectly on the grounds of colour, race, nationality (including citizenship), or ethnic or national origin, or to apply requirements or conditions which are disadvantageous to people of a particular racial group and which cannot be justified on non-racial grounds.

The Act makes racial discrimination unlawful in employment, in training and related matters, in education, in the provision of goods, facilities and services and in the disposal and management of premises. It therefore covers all Local Government services to the public and impacts directly on employment practices.

In addition, Section 71 places a general obligation on local authorities to:

- Carry out their various functions in such a way as to seek to eliminate unlawful racial discrimination.
- Promote equality of opportunity and good relations between persons of different racial groups..

Disability statement

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in

school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength of the school, which should be respected and celebrated by all those who learn, teach and visit here.

The DDA 2005 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.' In line with the DDA 2005, we aim to:

- Promote quality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in the life of the school
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

We will not tolerate disability related harassment and will deal with it through our relevant established procedures. All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group. We will monitor and report on such incidents on a regular basis. Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

Gender statement

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Religion and Belief Statement

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Sexual Orientation Statement

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

Age Statement

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

ACCESSIBILITY PLAN 2014-2017

Objective	Strategy	Goal achieved
Improving access to the curriculum		
Ensure visuals are used throughout the school to support those children with SEN, in particular Autism	All classes to have visual timetable. Symbols used at lunch time. Use of Communicate and Print Use of PECS Makaton alongside visuals TEACCH programme Resources provided to parents	Done – reviewed termly
Ensure access to ICT to support learning.	Applications to CENMAC for equipment such as laptops Touch typing sessions for identified children I pads in class Clicker 6 used to support writing	Done – new ICT equipment purchased. CENMAC equipment in place for 14 children
Ensure pupils with VI have access to enlarged text	All text to be enlarged to font size 36. Hand held magnifier to be used when appropriate Access to visual magnifier Lap tops adapted to reduce glare and visual access.	Was in place for child who left in 2015. No children currently at school with VI.
Ensure pupils with dyslexia can access texts	Use of coloured overlays or coloured paper Access to colour coded timestable sheets Children with a diagnosis attend a dyslexia group that implements alternative reading and learning strategies Resources provided to parents	Done - 11 children with a diagnosis of dyslexia
Ensure pupils with challenging behaviour participate fully in the curriculum	Now and next Working towards Movement breaks Learning Mentor support Behaviour charts Cooperatively working with parent to ensure behaviour plan is universal	Done – reduction in children being excluded or sent out of class on red. PDC set up and now being used less often
Ensure children with speech and language difficulties have access to appropriate provision	SaLT model and set targets SaLT sessions through-out the week implemented by TA Targets are worked on universally throughout the day Visuals Correct modeling of language. Resources shared with parents	Done – increased the amount of SaLT time bought in. 40 children supported by SaLT. Additional 91 receiving in school support.
Ensure children have access to occupational therapy support for gross motor difficulties	Strategies implemented by TA Opportunities for independent gross motor activities provided throughout the day	Referrals made to Sunshine house. 1 child currently receiving support.

Objective	Strategy	Goal achieved
Developing access to the physical environment of the school		
Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	
Improve access to school grounds	Move main pupil access gate – wider and safer Clear signage	Done – access is now through wider gates in football pitch
Ensure safety of pupils in Rainbow	Phob access to restricted areas of the school	Done – Phob access on all doors to resource base
Ensure children can navigate the school environment successfully, especially children with VI needs	Colour coded stairs Visuals around the school Clear corridors Bright displays Assistant from Adults when required	Done – 4 staircases are different colours.

APPENDIX 1
EQUALITIES OBJECTIVES 2015-2019

These objectives have been set following evaluation and review. As a one form entry school, numbers in particular groups are often small and outcomes for different cohorts often vary each year.

Objective	Reason for choosing objective	Actions	Review/ date
<p>Improve attendance of White British Pupils, by reducing the number of White British persistent absentees from 41% to 20% at SNS and from 50% to 25% at TB. (Where attendance is below 90%)</p>	<p>The number of White British pupils who are persistently absent is currently 41%/50%- this does not reflect the make-up of the school, where approximately 18% are White British. The percentage of persistent absentees should reflect this.</p>	<ul style="list-style-type: none"> • Engage with families with a history of persistent absence- early identification of families at the beginning of the academic year. • Teachers to be aware of families- identified through pupil progress meetings • Report attendance to parents on a weekly basis- through letters. • Regular EWO meetings with identified families (every four weeks) • Incentives for children to attend school: weekly stickers, termly tea party, medals and certificates. 	
<p>Improve progress for pupils joining the school throughout KS2. Increase to 100% of new arrivals making the expected progress from KS1 to KS2, (where data is available).</p>	<p>Children joining the school in KS2 make slower progress from KS1 to KS2, due to transition. Out of the 6 pupils who joined during KS2 across the federation last year, 4 had KS1 data. 75% made expected progress from KS1 to KS2.</p>	<ul style="list-style-type: none"> • Improve transition procedures with administration staff: collection of KS1 data and any other relevant information, when child joins school • Implement transition procedures identified in new arrivals policy. • Ensure regular reviews in place through progress meetings. • Identify additional support through booster and learning mentor groups. 	
<p>Increase representation of different minority ethnic groups among staff, from 22% to 40%</p>	<p>By ensuring that the staff reflect the make of the school, pupils and parents will feel more welcomed and make better progress.</p>	<ul style="list-style-type: none"> • Regular review of workforce through HR audits • Discussion at governing body meetings • Recruitment process to be completed by teams of staff to avoid bias. 	
<p>Increase representation of male staff from 12% to 30%</p>			