



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

Chellaston Infant School
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EQUALITY POLICY, OBJECTIVES AND ACTION PLAN

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To be read in conjunction with Derby City Council's Equality, Dignity and Respect Policy 2017

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1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

Chellaston Infant School is committed to equal opportunities.

Our school:

- Follows a Learning without Limits philosophy that resists notions that ability is fixed
- Offers a choice of learning challenges
- Responds to children's diverse needs
- Overcomes potential barriers to learning and assessment

All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as straight

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

Objectives

The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report on progress towards achieving them.

2. Context

Chellaston Infant School is a four form entry school without a nursery. The school is full to capacity year on year with a waiting list. The school is open for children from 8.45am until 4.45pm each day and during some of the school holidays. The building is available for community use on a Monday evening.

The school buildings are all not all on ground level. There is an adult toilet and shower suitable for disabled use.

The main school building is well maintained and all classrooms have disabled access. However, 50% of our school is housed in portacabin classrooms that are accessed via steep slopes and these provide a potential hazard; this seriously impacts the potential for disabled pupils or parents in accessing these and the entirety of our Foundation Stage.

Characteristic	Total	Breakdown (number and %)
Number of pupils	356	
Number of staff	41	39 Female 2 Male
Number of governors	12	75% Female 25 % Male
Religious character	N/A	
Attainment on entry		Attainment on entry is broadly in line with the national average with the exception of reading and writing
Mobility of school population		Mobility is low.
Pupils eligible for FSM	52	14% - 2019 LA Contextual Analysis of the School
Deprivation factor		5% of pupils – 2019 LA Contextual Analysis of the School
Disabled staff	0	
Disabled pupils (SEND/LDD)	44	12% - EHCP/school support/school support plus
Disabled pupils (no SEND)	0	
BME pupils	99	28% - 2019 LA Contextual Analysis of the School
BME staff	0	
Pupils who speak English as an additional language	42	12% - 2019 LA Contextual Analysis of the School
Average attendance rate	97%	

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

3. Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At Chellaston Infant School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and

- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website.

4. Roles and Responsibilities

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months, managers and key staff will report to the Headteacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Lindsay Galley (HT)
Disability equality (including bullying incidents)	Barbara Webster (SENDCo) / Rachel Leyland (DHT)
SEND/LDD (including bullying incidents)	Barbara Webster (SENDCo)
Children Looked After	Lindsay Galley (HT)
Safeguarding & Vulnerable children	Lindsay Galley (HT) Lyn Hateley (Learning Mentor) Barbara Webster (SENDCo) Rachel Leyland (DHT) Brad Ames (CoG)
Accessibility	Health and Safety Cttee
Gender equality (including bullying incidents)	Lyn Hateley (Learning Mentor)
Race equality (including racist incidents)	Lindsay Galley (HT)
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff
Impact assessment	Governing Board
Stakeholder consultation	Governing Board
Policy review	Governing Board
Communication and publishing	Clerk to Governors

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually.

Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

5. Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders as applicable, on this scheme and on our policies.

6. Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Autumn term.

7. Action Plan

Priority issue and objective		Category	Task	Responsibility
1	Ensure that gender is not a barrier.	Gender	Review sports and other extra curricular opportunities to ensure equality of access	RLE / Healthy Living Team
			Purchase new resources for the school library that provide positive role models	Literacy Team
			Review attainment data to ensure	SLT

			that there is no gender bias	
			Compare attainment data with national data.	SLT
Priority issue and objective		Category	Task	Responsibility
2	Provide positive role models	SEND	Provide a range of resources such as library books, posters etc that promote positive images of disability	Literacy Team
			Arrange a school visit from a Paralympic athlete through PE / Sports links	Healthy Living Team
Priority issue and objective		Category	Task	Responsibility
3	Ensure that the school environment is adapted to help children with visual/hearing impairment	SEND	Request advice and review from adviser and parents of children with visual impairment	SENDCO
			Request feedback from staff who attend impairment training to ensure that all resources needed are in place or are planned	SENDCO
			Work in close partnership with Adviser for Impairment	SENDCO / Class teachers
Priority issue and objective		Category	Task	Responsibility
4	Provide small teaching spaces for children who need periods of withdrawal for speech therapy, small group tuition etc	SEND	Adapt classroom space in old Class 6	JKW / TAs
Priority issue and objective		Category	Task	Responsibility
5	Improve disabled wheelchair access within school	SEND	Provide wheelchair friendly access to Classes 1,2,3,4,11&12	FGB
			See Accessibility plan for further aims	FGB

Priority issue and objective		Category	Task	Responsibility
6	Provide improved facilities for dispensing and storing medicines	Medical Needs	Ensure all children with medicine stored in school are known to staff. Medicines clearly labelled and stored in unlocked cupboard.	SENDCO / Office staff
			Training for staff on use of epipens up to date	SENDCO
Priority issue and objective		Category	Task	Responsibility
7	Provide regular access to resources that reflect a multi cultural society	Race	Ensure that resources include positive images of black and minority ethnic children	All staff / Our Worlds Team
			Ensure that reading materials reflect multi cultural society	Our Worlds Team / Literacy Team
Priority issue and objective		Category	Task	Responsibility
8	Working together with parents	Disadvantaged	Ensuring that all colleagues are aware of the home experience that parents can provide	All staff
			To invite parents to attend any relevant training	SLT
			To provide opportunities for parents to make suggestions about whole school improvements that would benefit their child – biannual survey with results reported to parents and governors	SLT / FGB
			Ensure that information sent home is accessible to families	HT / Office