



Jack Tizard School

**SINGLE EQUALITY PLAN
2012-2015**

Reviewed June 14



Jack Tizard School

Statement of Understanding of the Single Equality Plan: the statutory duties

Legal Background

Jack Tizard School is committed to meeting its public sector duties. This applies to service delivery and employment as well as policy development and implementation.

Equality Act (2010)

This Act unifies, supersedes or updates much of the previous law relating to equality.

Schools are now required to ensure that pupils are protected from discrimination and harassment based on 'protected characteristics' which are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

Schools are prohibited from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Positive action

The Act contains provisions which enable schools to take proportionate action to tackle particular disadvantage, different needs or disproportionately low participation of a particular group. This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action conditions. However, in the case of disabled pupils, it is never unlawful to positively discriminate in their favour.

The Act establishes three principles intended to focus on outcomes judged against local rather than imposed priorities:

- Setting of equality objectives based on local data;
- Schools to be judged on outcomes related to their identified equality objectives not on processes or action plans;
- Greater transparency in allowing public access to data

The 2010 Equality Act also enshrines existing duties already established in law as follows:

Disability General Duty (Disability Discrimination Act 2005)

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 (Sex Discrimination Act as amended by the Equality Act 2006)

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

- Eliminate unlawful sex discrimination
- Promote equality of opportunity and good relations between women and men, girls and boys

Race General Duty (Race Relations Amendment Act 2000)

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

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Community Cohesion Duty (Education and Inspections Act 2006)

Schools also have a statutory duty to promote community cohesion, which is closely linked to equalities legislation. We will also take into account the additional protected characteristics in our equalities policy and plans.

Sexual Orientation (Equality Act 2006)

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.

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.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes Equality for All within our, and the wider, community. We therefore welcome the Equalities duties of schools.

We have incorporated all policies into a Single Equality and Accessibility Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We recognise that equality will only be achieved by the whole school community working together- learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly

Equality/ Accessibility Action Plan 2012 to 2015

A cross identifies which statutory duty/equality legislation the planned action is meeting.

R= Race, D = Disability, G =Gender, SO = Sexual Orientation, A= Age, R/B = Religion or Belief, CC = Community Cohesion

Information and Physical Access

R	D	G	SO	A	R/B	CC	Action	Impact	Monitoring	Key Staff	When	Success Indicators
✓	✓	✓	✓	✓	✓	✓	School Self-evaluation identifies areas needing development – adaptation to the building for changing profile of needs	Appropriate personal care and play facilities	parent/carer survey; staff survey; Pupil feedback	SLT Staff MDT Parents	2013/15	Adaptation of the school building to accommodate changing needs of pupils
✓	✓	✓	✓	✓	✓	✓	To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders Review quality of communication in home school contact books	Parents and carers will be better equipped to participate in their child's learning	Parental access needs and preference for Annual Review formats etc. on admission Parent/carer questionnaire Parent Consultations	SLT IT Consultant	2014	School publications such as the Prospectus to be fully accessible e.g. available in main languages, large print, braille if requested Redesign of school website Regular newsletters Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school Revised home/school diary system that meets parent/carer needs
							Review current provision for parent/carer meetings: <ul style="list-style-type: none"> ○ with staff ○ with other parents ○ with therapists 	Parents/Carers/Families will have more opportunities to participate in school life	Parent/carer questionnaire Parent Consultations	All school staff Parent governors Family Link	2015	Increased attendance at consultations for working parents Increased attendance at parent workshops Open evenings for families

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Curriculum and Inclusion

R	D	G	SO	A	R/B	CC	Action	Impact	Monitoring	Key Staff	When	Success Indicators
✓	✓	✓	✓	✓	✓	✓	Monitor learning environments to take account of individual learning styles and provide a range of contexts for learning.	Adaptations are made to that ensure the inclusion of every child, e.g. modified resources, support staff, devices, room use. All pupils are taught with an appropriate peer group	Observations of teaching and learning; Achievement data Continually reassess as needs and pupils change	All staff Senior Teacher for Behaviour and ASD	2015	Negative perceptions are challenged and addressed Classrooms are optimally organised to promote the participation and independence of all pupils Audit of ASD provision
							Staff trained to use specialist equipment – including ipads, eye-gaze, vocas etc. Consistent use of communication systems					Pupils for whom AAC is an important access method: <ul style="list-style-type: none"> ○ will demonstrate improved abilities in both 1:1 and class settings. ○ will be able to participate in class activities with greater independence and spontaneity.
✓	✓	✓	✓	✓			Further refinement of target setting process in relation to introduction of MAPP Assessment Framework	Multi-disciplinary moderation of targets to ensure all areas of need are considered	SLT/MDT to monitor targets Achievement Data Parental feedback	All staff	2014 to 2015	Individual Learning Targets are clearly focused ,with multi-disciplinary strategies for meeting priority needs
✓	✓	✓	✓	✓	✓	✓	Review the curriculum & assessment frameworks to promote diversity, incorporate changes & meet complex needs of pupils All pupils have access to appropriate facilities for play/leisure – including outings	Positive role models from range of groups are represented across the topics and all key stages Revised curriculum with pupil needs at the centre; play is part of the curriculum Increased opportunities for community visits for PMLD pupils	Evaluation of each topic Learning walks Achievement data Staff feedback Parents' Questionnaire	SLT Curriculum Leader All staff	2014 to 2015	Resources and CPD needs audited and identified Topic planning, resources and displays reflect diversity All pupils have full access to a curriculum that meets their needs

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To Be Kept Under Review

R	D	G	SO	A	R/B	CC	Action	Impact	Monitoring	Key Staff	When	Success Indicators
✓	✓	✓	✓	✓	✓	✓	Any new policies and procedures will undergo equality impact assessment on parents, pupils and staff through rolling programme	Enable the school to address the needs of our diverse population and set priorities accordingly	Ensure practice matches policy through data analysis;	SLT/Govs	Ongoing	Policies reviewed and any risk identified so policies do not impact negatively upon different community groups
✓	✓				✓	✓	To continue to increase pupils' awareness of different communities through outreach, visits and links	Pupils have experience of a variety of people from different backgrounds and of different environments	Outreach teacher to monitor referrals for gender and ethnicity	All staff and Outreach teacher	ongoing	Ongoing development of positive relationships, including links with different schools and communities; Celebration of a variety of cultural events throughout the year
✓	✓	✓	✓	✓	✓	✓	Identify, respond to and report any racist, homophobic or bullying incidents	All staff aware of procedures to report and confident in challenging incidents	Report to Governors	Headteacher All staff	ongoing	Procedures are followed and any incidents reported appropriately Staff aware of Whistleblowing Policy and pay attention to Staff 'well-being' ,rights and responsibilities
✓	✓	✓	✓	✓	✓	✓	Ensure all senior staff and governors are clear about the responsibilities for recruitment and selection of staff	Procedures ensure equality for candidates and recruit the best person for the role	School staff reflect diversity	Headteacher and SBM	By Autumn 2013	Feedback from candidates on the process indicates fairness; at least one member of interviewing panel has undertaken safer recruitment training