

Deerhurst and Apperley C of E Primary School



Policies Included:

Freedom of Information;

Equalities Policy

(note: this covers the previous policies:

Gender Equality;

Race Equality;

Equal Opportunities;

Disability and Equity.)

Reviewed October 2015

Section A

1. Policy – Freedom of Information

Under the Freedom of Information Act 2000 (FOIA) the school is bound to make available certain information about the school and its documentation.

To be clear and proactive about the information made public, we have produced a publication scheme which conforms to the model scheme for schools (approved by the Information Commissioner) which defines:

- *The classes of information which we publish or intend to publish;*
- *The manner in which the information will be published.*

Some information however which we hold, may not be made public, for example personal information.

If you require a document within the scheme, please contact the school (contact details are at the end of this document) and single copies are provided free of charge unless there is a lot of photocopying/printing or large postage charge. We will let you know any cost before fulfilling your request.

2. Publication Scheme and the classes

The scheme is split into 4 classes or broad topic areas:

- A. *School Prospectus or Brochure and Website* – information published in this media;
- B. *Governors' Documents* – information published in the school profile and in other governing body documents;
- C. *Pupils & Curriculum* – information about policies that relate to pupils and the school curriculum;
- D. *School Policies and other information related to the school* – information about policies that relate to the school in general.

3. Classes and Information Currently Published

Class	Description
A. School Prospectus or Brochure and Website	<p>Includes:</p> <ul style="list-style-type: none"> the name, address and telephone number and type of the school the names of the head teacher and chair of governors information on the school policy on admissions a statement of the school's ethos and values details of any affiliations with a particular religion or religious denomination, the religious education provided including the parents' right to withdraw their child from religious education and collective worship and the alternative provision for those pupils information about the school's policy on providing for pupils with special educational needs number of pupils on roll and rates of pupils' authorised and unauthorised absences National Curriculum assessment results for appropriate Key Stages, with national summary figures the arrangements for visits to the school by prospective parents

Class	
B. Governors Documents	<ul style="list-style-type: none"> The name and category of the school The name of the governing body and the manner in which the governing body is constituted The term of office of each category of governor if less than 4 years The name of any body entitled to appoint any category of governor Details of any trust If the school has a religious character, a description of the ethos The date the instrument takes effect

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Class	Sub-Heading	Description
C. Pupils and Curriculum	Home - school agreement	Statement of the school's aims and values, the school's and parents responsibilities and the school's expectations of its pupils, for example homework arrangements
	Curriculum Policy	Statement on following the policy for the secular curriculum subjects and religious education and schemes of work and syllabuses currently used by the school
	Sex Education Policy	Statement of policy with regard to sex and relationship education
	Special Education Needs Policy	Information about the school's policy on providing for pupils with special educational needs
	Accessibility Plans	Plan for increasing participation of disabled pupils in the school's curriculum, improving the accessibility of the physical environment and improving delivery of information to disabled pupils.
	Equalities Policy	Statement of policy for promoting equality
	Collective Worship	Statement of arrangements for the required daily act of collective worship
	Child Protection Policy	Statement of policy for safeguarding and promoting welfare of pupils at the school.
	Pupil Discipline	Statement of general principles on behaviour and discipline and of measures taken by the head teacher to prevent bullying.

Class	Sub-Heading	Description
D. Schools Policies and other information related the school	Published reports of Ofsted referring expressly to the school	Published report of the last inspection of the school and the summary of the report and where appropriate inspection reports of religious education
	Post-Ofsted inspection action plan	A plan setting out the actions required following the last Ofsted inspection and where appropriate an action plan following inspection of religious education

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	Charging and Remissions Policies	A statement of the school's policy with respect to charges and remissions for any optional extra or board and lodging for which charges are permitted, for example school publications, music tuition, trips
	School session times and term dates	Details of school session and dates of school terms and holidays
	Health and Safety Policy and risk assessment	Statement of general policy with respect to health and safety at work of employees (and others) and the organisation and arrangements for carrying out the policy
	Complaints procedure	Statement of procedures for dealing with complaints
	Performance Management of Staff	Statement of procedures adopted by the governing body relating to the performance management of staff and the annual report of the head teacher on the effectiveness of appraisal procedures
	Staff Conduct, Discipline and Grievance	Statement of procedure for regulating conduct and discipline of school staff and procedures by which staff may seek redress for grievance
	Curriculum circulars and statutory instruments	Any statutory instruments, departmental circulars and administrative memoranda sent by the Department of Education and Skills to the head teacher or governing body relating to the curriculum

5. Feedback and Complaints

We welcome any comments or suggestions you may have about this policy. If you want to make any comment, require further assistance or wish to make a complaint, then initially this should be addressed to the Headteacher (address at the end of the document).

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a formal complaint needs to be made then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the FOI Act. They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

or

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Enquiry/Information Line: 01625 545 700

E Mail: publications@ic-foi.demon.co.uk.

Website : www.informationcommissioner.gov.uk

School Headteacher

Email: head@deerhurst.gloucs.sch.uk

Tel: 01452 780374

Fax: 01452 780374

Contact Address: Deerhurst and Apperley C of E Primary School, Apperley,
Gloucester, GL19 4DQ

To help us process your request quickly, please clearly mark any correspondence "PUBLICATION SCHEME REQUEST" (in CAPITALS please)

Section B

The following policy reflects the Governments Equality Act 2010 whereby a number of previous legislations were replaced with the one Act, The Public Sector Equality Duty (PSED).

There are three main elements of the Act:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

1. Equality Policy

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

The school strives to ensure that the culture and ethos of the school are such that, whatever the sex, race, nationality, disability, religion or belief or sexual orientation of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and celebrate such diversity.

The school will not tolerate discrimination or racial harassment of any kind.

The achievement of all pupils and students will be monitored on the basis of diversity and we will use this data to raise standards and ensure inclusive teaching.

2. Supporting Information

2.1. Race Equality

The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

The school will not tolerate racial harassment of any kind and is committed to combating racial discrimination.

2.1.1. Actions

To support this policy the school undertakes a race equality audit using the CRE's *Learning for all: Standards for Racial Equality in School*. (e.g. focusing in the first year on Policy, Leadership and Management; Curriculum; Classroom and Library Resources; the Environment of the School).

As a result of the audit and where necessary the school shall:

- i. Set race equality targets;
- ii. Write an action plan to ensure targets are met;
- iii. Make the policy and targets known to all teaching and ancillary staff, pupils and parents;
- iv. Monitor pupils by ethnic group;
- v. Race Equality training will be part of the induction and staff development programme for all teaching and ancillary staff, student teachers and governors;
- vi. We shall adhere to Gloucestershire LA's *Racial Harassment in Schools - Guidelines*;
- vii. All class teachers/tutors will be trained in the care and support of pupils who have experienced racial abuse;
- viii. The school will endeavour to ensure that the governing body and staff team reflects the local community it serves;
- ix. The school will develop a working relationship with the Gloucestershire LA's International Education Office to develop links with schools overseas.

2.2. Gender Equality

The school is committed to actively promote gender equality within the workplace. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

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To ensure this, gender aspects are to be considered when for example staff recruiting, allocating staff duties, managing leave and grievance, disciplinary procedures and equal pay policy.

To ensure that the school is maintaining its commitment, it will complete an audit of the school duties and regularly monitor.

Here is a list of sample questions we could use to obtain the views of pupils, staff, governors and parents...

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for Mums and Dads to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, with career advice, and in school life in general?

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The following action plan outlines what will be achieved in the next year with regards to meeting the Gender Equality.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Previous year							
This year							

2.3. Equal Opportunity

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community. The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator, currently the head teacher.

In the context of the school we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are'.

To achieve this aim at Deerhurst and Apperley C of E Primary School:

- There should be 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity;

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- Physical access to the school can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of collective worship/assemblies and classroom activities;
- Make appropriate provision for all bilingual groups to ensure access to the whole curriculum;
- Provide equal access to all activities from an early age.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages where possible through the recruitment process. We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and also Gloucestershire document on Racial Harassment in Education – Good Practice Guide for Schools).

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

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The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is the Head teacher and is responsible for:

- Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community;
- Working closely with the Governing Body in this matter if required.

Disability

At Deerhurst & Apperley C of E Primary, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We 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.

The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

To support this policy, good practice examples are listed below:

Good practice examples

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Eliminating discrimination that is unlawful and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

- Promoting positive attitudes towards disabled people:
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials;
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
 - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.
- Encouraging participation in public life by disabled people:
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

This policy was approved by Governors in xxxxxxxxx 2015 and presented to staff at a meeting in xxxxxx 2015. It will be reviewed in accordance with the School Development Plan.

Approved by Governors

Signed:	Chair of Governors	Date:
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Signed:	Head teacher	Date:
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