



Belmont School Equality & Diversity Policy

Authorised:

(Headteacher)

Authorised:

(Chair of Governors)

Date Approved: 19/11/19

Date for Review: Summer Term 2019/20

1. Policy statement

In accordance with our vision and the values that underpin our ethos and behaviour/relationship policy we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality;
- to respect the equal rights of our staff and other members of the school community.

We will assess our current school practices on a regular basis and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- pregnancy and maternity,
- disability,
- sexual orientation, and
- age.

We will promote community cohesion at school, local, national and global levels, comparing our school community to it's local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

2. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Gloucestershire County Council procedure for recording incidents involving pupils in schools.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2014.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally.

It therefore forms the basis for planning the actions in Section 13 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)
 - The percentage of students that are White British (87%) is above national average. There are 19 (13%) pupils identified by parents as other than White English. There are 6 pupils with English as an Additional Language, no pupils are identified as being travellers, refugees or asylum seekers.
 - Currently, we have 144 pupils on roll, aged between 4 and 16 years, the ratio of boys to girls is 4:1
 - All pupils have a Statement of Special Educational Need.
- Religion/belief context of the school (local and national)
 - Where students have identified their religion 16 have identified this as being classed as 'Christian', 3 as 'other religion', 1 'Muslim and 7 as 'no religion'.
- Socio-economic context of the school (local and national)
 - Most pupils are from low socio-economic backgrounds, 50% pupils are entitled to receive free school meals, 56% are Pupil Premium
 - 27% of pupils reside within some of the most deprived wards in the country (taken from the Index of Multiple Deprivation 2019). A small number are drawn from inner city estates in Gloucester and an increasingly large number of pupils travel long distances from small rural communities in the county.

4. Responsibilities

A named Governor takes the lead on Equality but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives;
- making sure the school complies with the relevant equality legislation;
- making sure the school Equality Scheme and its procedures are followed;
- monitoring progress towards the equality objectives and reporting annually.

The Head Teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnicity or natural origin, religion or religious belief, sexual orientation, marital status, disability or age;
- making sure all staff know their responsibilities and receive training and support in carrying these out (e.g. through the school handbook and via access to policies on the shared server);
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The Key Stage Managers are responsible overall for dealing with reports of prejudice related incidents involving students.

Visitors and contractors are responsible for following relevant school policy.

5. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request. It is also available to all parents on the 'Policies' section of our website.

The scheme will be kept under regular review for three years as part of our on-going policy review plan.

6. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2020 and 2021. Evidence will also be kept on the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

7. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of:

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age.

We will use external data and internal data, pupil and staff questionnaires to monitor the impact of our practice to ensure equality for all students and staff.

Equality objectives identified by this process are to be included in the three-year plan in Section 9 below, or in the Moving Forward Plan as appropriate. Evidence of this process and progress is reported to the Governing Body

- Racist incidents are also reported to the Local Authority
- All children at the school are identified as having SEN, their needs are monitored and their progress is reported to their parents.
- The Governing Body is given an overview of provision and progress.
- We track pupils by age, gender, ethnicity, socio-economic background (using Pupil Premium as an indicator) and their identified Special Educational Needs.
- Incidents of homophobia are recorded and monitored.
- Incidents regarding adult behaviour are reported to the Local Authority in line with the relevant procedures.

8. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 7 above,
- ii. from the following data - school generated progress and tracking data,
- iii. from involving relevant people (including disabled people) from the start in the following way:
 - Pupil Questionnaires
 - Parent/Carer Questionnaires
 - Staff Questionnaires
 - Governor Questionnaires

The evidence will then be analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age.

9. Equality Objectives 2019 - 2022 (To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)

- Improve outcomes for students with Special Educational Needs
- Improve outcomes for Children Looked After
- Ensure continued good outcomes for children from minority ethnic groups
- Continue to promote an International focus to educate our students about the wider world
- Undertake impact assessments, looking at all groupings within the school
- Ensure the appointment of staff is in line with equal opportunities legislation.

10. Access Plan 2019-2022

This can relate very closely to the disability elements of the equality objectives in Section 9 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access Plan 2019-22

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Belmont school offers a differentiated curriculum for all pupils.</p> <p>We have a specialist groups some as small as 6 to allow all students to access the curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs as all aspects of development are captured. .</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p>	Long term	Full annual review of progress of students to report to FGB that all students have access to the curriculum and are making progress.	CY	Oct 2020	<p>Outcomes for students including;</p> <p>Academic progress</p> <p>School attendance</p> <p>Views from staff, students and parents</p>

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Improve and maintain access to the physical environment despite the growth of the school	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Gender 	Long term	<p>Ensure disabled parking bays in new car park design</p> <p>Ensure new toilet facilities are accessible to all</p> <p>Introduce gender neutral in toilet facilities in secondary</p>	AC & KD	April 2020	<p>Site fully accessible to all</p> <p>Toilet facilities accessible to all</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille ? • Induction loops • Pictorial or symbolic representations • Communication and Print • Sign language training to all front line staff 	Medium term	Ensure all staff can use basic sign language to communicate to students with communication and interaction challenges	KH	April 2020	<p>All staff confident in basic signs</p> <p>Students able to communicate with all staff</p>

Community Cohesion Plan 2019-22

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Teaching, learning and the curriculum	Belmont school offers a differentiated curriculum for all pupils that includes International Days with a focus on the development of global understanding. The curriculum and International Days are reviewed annually to ensure these meets the needs of all pupils.	Long term	Full annual review of progress impact from International Days to report to Student Services Governors that all students have access to the curriculum and are developing within this area of learning.	IP	Oct 2020	Views from staff, students and parents
Equity between groups in school, where appropriate	The progress and well-being of all students is monitored by leaders to ensure no inequalities exist. Examples include monitoring of attendance for group, progress, behaviour and outcomes	Long term	Student Services Governors monitor data in areas of student development and inclusion.	CY & KSL	April 2020	Equal opportunities to all students
Engagement with people from different backgrounds, inc. extended services	Our school uses a range of external visitors/speakers from all faiths and cultural backgrounds into school to promote our global awareness and international theme.	Long term	Ensure all students have access to these opportunities	IP & SLT	April 2020	Students develop an understanding of diversity and equal respect for all regardless of faith, gender

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						preference or ethnic group.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Relationship Policy