

MOUNT PLEASANT PRIMARY SCHOOL
SEN REPORT

Equality and Accessibility Plan 2015 - 2018

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These policies are placed together in one document but may be used separately if so required.

1. Title of policy	Equality And Accessibility Plan
2. Date adopted by Governors	
3. Name of Chair of Governors	Mr Stewart Jarvis
4. Name of Head teacher	Mrs Jo Hartill
5. Person or team responsible for the document	Mrs Jo Hartill
6. Planned date for review.	Autumn Term 2018

SECTION 1. The Equality and Accessibility Plan - Policy Outline

1. Introduction

Specific duties that schools must follow are outlined in the Disability Discrimination Act.2005 and the Equality Act 2006 (revised 2010 bringing together previous legislation; Race Relations Act 1976, Equal Pay Act 1970, Disability Discrimination Act 1995, Sex Discrimination Act 1975) respectively and the accompanying regulations: April 2012, schools were required to publish information showing how they comply with the new equality duty and set equality objectives. This Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality and accessibility across the whole school community and future actions which become part of the School Development Plan where appropriate.

Mount Pleasant Primary School strives to be a fully inclusive school (where resources allow). We actively seek to identify and remove any barriers to learning and participation that might hinder or exclude a person. Our Governors and staff strive to ensure that equality of opportunity and full accessibility must be a reality for all our children, staff, parents, carers and visitors.

2. Purpose - Aims and values

The purpose of this plan is to provide equality and access to the curriculum and physical learning environments, in order to promote the highest possible standards for everyone. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

The overall objective is to provide a framework for the school to pursue its equality and accessibility objectives; to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between all people of this diverse community in all its activities.

The school will endeavour to create a community where pupils are well prepared for life in our diverse and vibrant society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

The plan is based on the following core values as expressed in the Schools' aims and values

- for every child to develop an understanding of excellence, a desire for knowledge, an enquiring mind and an enjoyment of learning;
- to develop all children as responsible, caring members of the community;
- to develop all children as motivated individuals who strive for the highest possible achievements;
- to develop all children to have high self-esteem, who are respectful of themselves, others and the environment.

3. Leadership, Management and Governance

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work. The school ensures the involvement of staff and governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Accessibility initiatives being undertaken.

The school adheres to recruitment and selection procedures which are fair, equal and inline with statutory duties, local authority guidance. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

New staff are introduced to this document as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan.

Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

4. Personal development

We endeavour that all children achieve their full potential and meet personal goals. The school will use monitored data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of all pupils, and, where appropriate, targets will be set, analysed results will be used to inform planning and decision-making.

5. Learning and Teaching

All pupils have access to the EYFS and national curriculum in accordance with DfE guidelines.

Staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together.

Staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities and prejudice.

6. School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the curriculum content that is offered. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and needs and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion, those who are 'disadvantaged' or 'vulnerable'.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Extra-curricular activities and special events, e.g. school productions, residential visits, learning offsite, cater for the interests, needs and capabilities of all pupils.

Developing A Voice for All Pupils

Our School Council is widely representative of the groups of children who make up our school community.

7. Admissions attendance, behaviour, discipline and exclusion

Mount Pleasant follows Dudley LA admission policies for entry to Nursery and main school. The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff apply consistent systems of rewards and sanctions.

Exclusions and attendance are closely monitored and effective action is taken in order to reduce gaps between different groups of pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable and is dealt with in line with the Behaviour Policy.

The Attendance Policy makes provision for requests of leave of absence for religious observance for pupils and staff.

8. Attainment, progress and assessment

All Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance (by disability, special educational needs, gender, ethnicity and other social/cultural indicators) enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to respond to underachievement. This may involve additional teaching time, intervention, resource purchasing, or support from another agency.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias. Reasonable adjustments are made so that all pupils can access tests and national screening programmes in line with those permitted by the DfE.

9. Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and formats. The school will endeavour to provide information in community languages, and alternative formats when requested.

Progress reports to parents can be provided in a range of formats reflecting the needs of parents eg enlarged print. All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties so that a variety of events can take place safely and successfully.

The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

10. Measuring The Impact of the Plan

The impact of this Plan will be reviewed by the Safeguarding Governors Committee and through the school Self-evaluation cycle and process on an annual basis. The action plan and its evaluation will be published in formats that give the widest accessibility.

The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties; often through face to face discussions, questionnaires and surveys.

SECTION 2. Disability Equality Scheme

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act.

Some children in our school have a range of disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all children within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002 and the Act of 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with other children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

This school uses the “social model” of disability, as advised by the Disability Rights Commission.

1. The General Duty – (Disability Equality Duty)

The Disability Discrimination Act 2005 places a duty on schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

2. How we will meet the General Duty

The school consults with its parents at the point of reviewing this policy (giving every parent the chance to comment and share their views) via a questionnaire. Views will continue to be sought from parents and pupils about the school’s activities to judge how well it is performing in meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability equality, access, provision and communication.

3. Removing barriers

This school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we have to tackle those barriers, even if this means acting more favourably towards one group. We recognise also the need to keep including disabled pupils, parents, staff and visitors by asking them their views on an ongoing basis. We will endeavour to:

- a. Remove physical barriers
- b. Widen access to the curriculum
- c. Improve access to information (communications)

4. Disability in the curriculum

When aspects of the curriculum are reviewed and developed we take all aspects of equality, disability, race and gender into account in formulating the schemes of work and curriculum content.

5. Supporting pupils at school with medical conditions

The Governing Body must make sure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. Any arrangements should show an understanding of how medical conditions impact on an individual child's ability to learn, as well as increase their confidence and promote self-care. They should ensure that staff are properly trained to provide the support that pupils need.

6. Eliminating harassment and bullying

The school has adopted an Anti-Bullying Policy which is reviewed on a regular basis within the school policy cycle of review.

7. Making reasonable adjustments

Through the use of our annual self-evaluation cycle reasonable adjustments are identified for the future and issues are included in the School Development Plan and our long term building development plans.

8. Information, performance and evidence

A wide range of data is already collected and analysed in terms of groups of learners. Data is collected on entry to the school for all pupils from parents/ carers amended and updated during the time a pupil is on the register of the school and as part of our individual pupil termly and annual tracking of progress. This helps us to provide a needs driven curriculum, with suitable targets and adaptations made as necessary, to meet the needs of the pupils.

9. Impact assessments

At each annual self evaluation the school will identify from the data collected and that provided by the local Authority, DfE (RAISEonline) any issues to be included in its School Development Plan cycle, with regard to, 'Closing the Gap' between any groups of learners where this has been identified.

SECTION 3. Gender Equality Scheme

1. The Equality Act 2010

The Equality Act 2010 amends the Sex Discrimination Act to place a statutory duty on Governors and the school to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.
- covers groups who have, 'protected characteristics' namely: age, disability, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnerships, pregnancy and maternity.

2. School Context and Aims and Values

This section sets out our commitment to promoting equality and eliminating sexual discrimination and harassment.

We will continuously strive to ensure that everyone is treated with respect and dignity working actively to promote equality and foster positive attitudes and a commitment to an education for equality.

We will do this by:

- Treating all those within the school community (eg pupils, staff, governors, parents, visitors and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices through our leadership, teaching and the wider curriculum
- Encouraging everyone in our school community to gain a positive self image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly within our policies and rules
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all (See also the PREVENT Strategy and Promoting British Values).

3. Roles and Responsibilities

a. The Headteacher and Senior Leadership Team - Will demonstrate through their personal leadership the importance of this policy. All staff are aware of the policy and understand their role and responsibilities in relation to it. The Head teacher will assess and monitor the impact of the policy and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head teacher will ensure that the additional resources are recommended, used appropriately and targeted on the basis of identified need in the School Development Plan following the approval of governors.

b. Governors - The governing body has adopted this policy and will assess and monitor the impact annually. Championing equality for all pupils is a remit of the Safeguarding Committee of the Governing body.

c. Staff – By means of the Staff Handbook all staff will be expected to know what their responsibilities are in ensuring that the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as for behavioural issues. Staff will also be aware that examination and annual test or teacher

assessments and pupil achievements will be scrutinised and analysed with this policy in mind, as well as other established monitoring procedures.

Access Arrangements – for national testing will be applied where this has been agreed by the SENDCO and Headteacher.

d. Pupils - Pupils will be made aware of how the plan applies to them as part of the school aims, values and in the curriculum. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

e. Parents/Carers - Parents and carers will share in the development of the equality policy and be encouraged to participate fully in implementing it in partnership with the school –They will be invited to comment on the scheme and will be regularly informed about developments.

4. Monitoring, Assessing and Reviewing the Policy

The school will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils. School and Governor monitoring will include reports on:-

- Curriculum, teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and the more able pupils
- Analysis of pupil data of standards and attainment
- Rewards and sanctions, including exclusions
- Parental involvement and the raising of concerns or complaints
- Working with the community
- Records of specific support advice and guidance

Monitoring information will help us to see what progress we are making in:

- Difference between pupils, specific groups, gender differences
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research
- Rethink and set targets in relevant strategic plans (e.g. SDP)

5. The Senior Leadership Team and Governing Body (Leadership and Management Team)

There is a particular focus on reducing the gap between the performance of boys and girls, between a range of ethnic groups and in particular highlighting the need for Looked After Children to receive greater support to ensure that they make good progress. The Safeguarding Committee regularly receive reports on the progress of all identified groups of learners and determine the value for money from spending on any additional and special provision eg Pupil Premium Funding, SEN Funding.

There is a named Governor for LAC – Mrs J Goode

There is a named Governor for SEN - Mrs H Morris

There is a named Governor for Child Protection – Mrs A Perry

6. Breach of the Policy

All Governors, staff, pupils and parents will be expected to abide by the policies and principles set out and related policies. All persons covered by the policy are aware of their responsibility to report any action which constitutes or could be deemed to constitute a breach of the policy in line with the school whistle blowing statement and policy– in the first instance to the Head teacher and/or senior staff. It will be for the Head teacher in consultation with other relevant staff/Chair of Governors to

decide on appropriate response to any breach of the scheme depending on circumstances and seriousness. This may include amongst other actions:

- Use of the school complaints or disciplinary policies
- Use of the school behaviour code of conduct and harassment policies
- Formal or informal warnings
- Involvement of other Governors
- Fixed term or permanent exclusion

SECTION 4. Race Equality Policy

1. Aims and Values

This school is a friendly and inclusive school that welcomes people from all ethnic backgrounds. We recognise the benefits of multiculturalism and celebrate the diverse community. We view ethnic and cultural diversity as enriching the school community and wider society. School governors and staff strive to promote this view. (See also the PREVENT Strategy and Promoting British Values).

The school actively opposes all forms of racism. Anti-racism is not confined to a series of events but it is recognised as a long term process of change that requires the full commitment of the school community and involves consultation, reviewing, strategic planning and evaluation. Staff at this school are aware of racism and are expected to challenge it whenever it occurs.

2. Race Equality – some definitions

(‘Race’ includes colour, nationality, ethnic or national origin and may include 2 or more different racial groups eg, Black Briton)

- **Racism** is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. Racism promotes the false view that some racial groups are inherently superior to others and supports discriminatory behaviours based on this premise.
- **Race equality** is a moral and social goal of equal value and equal opportunities for people of all ethnic backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities. Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that affect some people because of their ethnicity.
- An **ethnic/racial group** is a group of people defined by reference to their colour, race, nationality or ethnic or national origins.
- Direct **Racial discrimination** occurs when someone is treated less favourably because of their ethnic/racial background.
- Indirect **racial discrimination** occurs when a condition or requirement applies equally to people of all racial groups, but many fewer people of a particular group are able to comply with it.
- **Racial harassment** is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of harassment that can be equally distressing and that create an intimidating and unpleasant atmosphere in the school including,
 - racist ‘jokes’, banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti;
 - excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background;
 - making racist insinuations;
 - being condescending or deprecating about the way people dress or speak

- **Racial stereotyping** means generalising about a racial group in ways that deny the individuality of members of the racial group and lead to a simplistic and distorted understanding and image of members of that race. This is a form of racism in that it discredits the racial group by reducing it to a limited number of, often exaggerated, characteristics.

3. **Our objectives – race equality and good relations**

This school will work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and good race relations.

We will work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and the whole community.

4. **Race Equality Strategy**

a. **Pupil attainment and progress**

In response to national and local data indicating disparity between the relative performance of different racial groups this school will seek to minimise and eradicate this by:

- monitoring the progress of ethnic minority pupils against their previous attainment in National Tests (SATs) and other internal tests, and comparing this with the progress of other pupils in the same and other ethnic groups
- investigating the reasons for any disparities in the attainment of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging attainment targets
- making sure that teachers have access to performance data so that they can form appropriate expectations and targets for under achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for ethnic minority pupils at risk of underachieving, working in partnership with outside agencies when appropriate
- using displays, assemblies and other opportunities to provide good role models from different racial groups
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

b. **Curriculum content**

We believe pupil's attainment is highest if the curriculum is relevant, accessible and interesting. This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address ethnic minority issues and interests throughout the curriculum
- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures
- challenge prejudice and racism through curriculum content
- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds
- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom

- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- work consistently to ensure that pupils have the understanding of and skills required to deal with this behaviour

c. Learning and teaching

Staff will seek to adopt teaching styles and methods to the needs of all pupils, including those from ethnic minority groups. They will therefore:

- where appropriate, adapt teaching to suit pupils' learning styles
- ensure that all staff know how to help pupils whose first language is not English to improve their communication skills in English
- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils from different ethnic groups to work together, and take positive action to engender mutual respect and trust.
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- check all internal assessment tasks for cultural bias prior to use
- use assessment results to ascertain any specific learning, resource or support needs for ethnic minority pupils
- identify any bias found in teacher assessments or reporting on ethnic minority pupils.

d. Pastoral care and school ethos

This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, and included in the school environment. The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils and from different ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from different ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- train all staff on how to implement this policy, including how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from ethnic minority pupils, parents, and staff to identify any obstacles that prevent them from making the most of the opportunities provided by the school and take the actions necessary to remove them
- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities
- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils
- make sure, wherever possible, that displays of work and assemblies reflect the ethnic make up of the school community, promote cultural diversity and support increased understanding of the wider world
- consider pupils' cultural and religious backgrounds and experiences to improve the inclusiveness of extra-curricular activities and use extra-curricular activities to promote multicultural awareness and understanding
- monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision
- where appropriate, use older ethnic minority pupils as role models for younger pupils

- remove racist graffiti at the earliest opportunity and take appropriate action against perpetrators if known
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents involve senior staff and staff with specialist knowledge in the area of race equality **Mrs Derbyshire** is the named senior member of staff with responsibility for investigating and reporting accusations of racism.

e. Pupil attendance, behaviour discipline and exclusion

This school endeavours to make sure that pupils from all ethnic backgrounds attend regularly and conduct themselves responsibly. Where they do not the school aims to ensure that its disciplinary procedures are applied fairly and consistently, with understanding and sensitivity to pupils from all ethnic backgrounds. The school will, therefore:

- monitor attendance and absence rates by ethnic group
- investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives
- take action to address any issues that affect, adversely, individual pupils or groups of pupils
- respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences
- ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour
- monitor the use of rewards and sanctions by ethnic groups to ensure they are used fairly and equally with pupils, irrespective of their ethnic background
- take proactive steps to prevent exclusion, including early targeting of those perceived to be at risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion

5. Measures designed to eradicate racism and racial harassment

All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently

- all staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling whenever they occur.
- endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to the nominated member of staff (Mrs Derbyshire) who will instigate the agreed procedure to ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims
- all racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorded, as will their resolution. Governors will be informed through the Headteacher's reports and the local authority through the agreed process
- the effectiveness of actions to address racist incidents will be monitored and assessed
- information given to parents will state explicitly how the school deals with racist incidents

6. Staff recruitment and career development

This school ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice. We believe the following measures will enhance this policy:

- Governors and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.
- The headteacher and governors of the school will ensure that job advertisements and information about the school do not discourage applications from ethnic minority people because of the way in which posts at the school are described.
- Staff with responsibility for training and professional development will ensure that ethnic minority staff have equal access and involvement in training and development opportunities.

7. Communications

The school will endeavour to communicate this policy to the local community and in particular to those already involved with the school. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the staff handbook.
- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral support system.
- The school's stance on race equality will be stated explicitly in the school prospectus, information for job applicants and other publications as appropriate.
- This policy will be made available to anyone who requests it.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- The school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

8. Roles and responsibilities

Promoting race equality and challenging racism is a collective responsibility that cannot be left to a small number of concerned staff. As more staff show and encourage multicultural and inter-racial understanding and appreciation and as more staff are prepared always to intervene when racist remarks, discrimination or harassment occur, race equality will become more embedded in the school ethos. This will have benefits for everyone, but especially for all our pupils who are growing up to take their place in a multicultural, multi-ethnic society.

9. Policy breaches

- 9.1 This policy expects all pupils and staff to play their part in creating a positive atmosphere of mutual respect understanding and cooperation between people from different ethnic groups. This is because everyone has a right to dignity within school and freedom from discrimination, abuse, harassment prejudice or stereotyping.
- 9.2 Where pupils are perpetrators, they will be subject to the schools behaviour policy procedures. Their parents are likely to be informed and invited to the school to discuss the incident. Pupils who are victims will be kept fully informed about the investigation process and supported through the school's pastoral support system.
- 9.3 Staff have a legal right to protection from racism, racial discrimination, harassment, prejudice, stereotyping or racist remarks at work. If a member of staff is accused of being the perpetrator the school's disciplinary procedures will come into operation. If a member of staff is the victim, the perpetrator will be dealt with in line with agreed policies.
- Where governors, parents or visitors to the school are perpetrators, they will be asked to stop the racist behaviour immediately and the school's stance will be

explained. If they do not stop their behaviour, they will be asked to leave the premises and police support will be summoned if necessary. This may result in legal advice being sought to ban perpetrators from the school site. A governor may be asked to leave the Governing Body.

- 9.4 In all cases racist behaviour should lead to an assurance that the behaviour will not be repeated, and reconciliation will be sought.

SECTION 5. Promoting Community Cohesion

(See also the PREVENT Strategy and Promoting British Values).

Overview

There are three main areas under which this school makes its main contribution to Community Cohesion:

- a. Teaching, learning and the curriculum – using opportunities across the curriculum to value diversity whilst also promoting shared values
- b. Equity and excellence – ensuring equity and high standards for all and tackling underperformance by any particular group
- c. Engagement and extended services – engaging with other schools, parents and the wider community.

Community cohesion is about working towards a society in which:

- a. there is a common vision and sense of belonging by all communities
 - b. the diversity of people's backgrounds is appreciated and valued
 - c. similar life opportunities are available to all
 - d. strong and positive relationships exist and are developed in school and wider community
- the school community – the pupils it serves, their families, the school's staff and governing body, and community use of the school's facilities and services
 - the community within which the school is located, including the city and local authority area
 - the UK community – all schools are by definition part of this community
 - the global community – formed by EU and international links

APPENDIX A

EQUALITY AND ACCESSIBILITY ACTION PLAN

2015 - 2018

EQUALITY ACTION PLAN (with regard to race, gender and disability) 2016 - 2018

No	Actions by Admin, Headteacher, Deputy Headteacher, SENCO, all teaching and support staff.	Outcomes
1		
1.1	<p><u>Boys and girls</u> – boys are generally behind girls at the end of Foundation Stage, Key Stage One and Key Stage Two, except for maths at KS2. This is in line with national trends but still an area that we must endeavour to recognise.</p>	<p><u>Actions to be taken:</u></p> <ul style="list-style-type: none"> • EXIT 2020 – (34boys/16 girls) Continue to monitor progress and attainment in all areas to ensure that the girls in this cohort are not 'left behind'. (4.6) • Continue to extend the outdoor learning programme to engage boys in hands-on experiences of learning outside the classroom. (2.5, 3.3, 3.4) • Continue to offer a range of after-school activities and celebrate pupils who engage in clubs out of school. Encourage boys to be seen as good role models for this and bring to staff's attention when boys are not being selected for Pupil of The Month. • Continue to monitor boys + SEN, boys+ disadvantaged, Boys+ SEN+ disadvantaged. (4.1, 4.6) • Continue to revise the curriculum to suit the needs of boys, especially around 2020 cohort. Eg Science focus days to be extended to include enterprise days.
1.2	<p><u>Ethnicity Groups</u> – these groups are very small amounting to only 3.5% of the school population. Pupils from this group tend to have higher attainment than their white UK peers. However, due to the fact that their number is so small; in some cohorts 1 child, it is difficult to determine whether this is an area of strength or weakness for us as a school.</p>	<p><u>Action to be taken:</u></p> <ul style="list-style-type: none"> • Continue to monitor and track the progress and attainment of this group of pupils, however small. • Continue to develop children's understanding of 'differences' between each other and celebrate these. • Successfully attain the Rights Respecting Award and develop Global Learning across the curriculum. • Acknowledge important faith days and celebrate these across the school.
1.3	<p><u>SEN and non-SEN</u> – Early identification of pupils with special educational needs is a strength of our school. There are very good links with many outside agencies and staff are quick to refer concerns to the SENCO for further advice and assessment. SEN children often do as well or better than non-SEN pupils. We work to ensure that children identified as having special educational needs have those needs met with the intention of moving children off the SEN register before they leave Mount Pleasant.</p>	<p><u>Action to be taken:</u></p> <ul style="list-style-type: none"> • Further training and support for all staff re: changes to SEN provision. • SENDCO time increased to 0.8 non-contact time. • Staff to continue to populate the Provision Map and evaluate the impact of interventions using the PM at Pupil Progress Meetings.
1.4	<p><u>Disadvantaged including LAC (Pupil Premium)</u> _represents around 18%% of our school</p>	<p><u>Action to be taken:</u></p> <ul style="list-style-type: none"> • Continue to monitor the progress of disadvantaged pupils as they move through school, responding immediately with input/resources as appropriate in order to ensure greater progress is made.

	population. EVER 6 is currently 60 pupils. All pupils are tracked carefully and staff are aware of who these identified children are in their cohort.	<ul style="list-style-type: none"> • Consider disadvantaged pupils more favourably for opportunities to extend learning opportunities and experiences in representing the school for example. • Monitor the spend of resources and interventions and support given to disadvantaged pupils ensuring that the best value for money is maintained. • Consider the spend required to support disadvantaged more-able pupils.
2	Disabled Pupils	
2.1	Disabled pupils (including visually and hearing impaired); general access to the curriculum including Visits offsite; enabling every child to take part.	<u>Action to be taken:</u> <ul style="list-style-type: none"> • No visit can be planned where a child would be excluded from the activity due to a disability. Reasonable adjustments must be made to ensure that every child can take part. • Individual risk assessments are carried out for known pupils and these are agreed by PIMIS or by the hearing/visual impaired advisors. • PEEPs are reviewed annually for pupils who are known as having a disability. These are completed by teaching staff and copies are kept by the Headteacher.
2.2	<u>Mental Health and Well-Being</u> This has become an increasing problem with pupils who are 'not available for learning'. We recognise the need to respond to this area.	<u>Action to be taken:</u> <ul style="list-style-type: none"> • Identify pupils from staff concerns and by screening the whole cohort (no parental consent required). • From the above action, identify pupils suitable for: THRIVE Nurture Group Counselling Referrals to School Nurse (Mental health and well-being nurse) Referrals to CAHMS Assessment by Educational Psychologist
3	Prevention of bullying strategy	
3.1	Anti-bullying strategy so that all pupils feel safe in school. There are very few incidents of bullying across the school. Any poor behaviour is dealt with firmly and the school has benefited from good relationships with parents when dealing with any matters. The school also has close links with the Sycamore Centre, they have been involved in running parent behaviour groups and have supported staff and individual pupils in behaviour strategies.	<u>Action to be taken:</u> <ul style="list-style-type: none"> • Response to the use of pupil questionnaires, and the bi-annual lifestyle survey outcomes. • Use of 'bullyline' counsellors, to support pupils across the school. • Involvement in anti-bullying week, e-safety week and associated debates with other schools. • Linked School Council work with other Stour Valley Schools. • Pupil presentations in assembly regarding bullying and e-safety. • Response to racist bullying in-line with LA guidelines and reporting to Governors when this occurs. • Actively seek visitors into school of different ethnic backgrounds. • Visits to local places of worship including Hindu Temple • School Council to continue to lead the work on Rights Respecting School and Global Learning.

