

Equality in Education Policy

1.0	INTRODUCTION / SCOPE
1.1	This Academy has the following aspirations: <i>Life is an unwritten page...our mission is to prepare children for an exciting and unknown future by encouraging Resilience, Reflection, Responsibility, Respect and Relationships. Together we will support children to write their own unique adventure, because 'Learning is a habit for life'.</i> BJA Mission Statement
1.2	This policy outlines the nature, action and management of Equality issues in this Academy; including: • Race Equality • Disability Discrimination • Ethnic Minority Support
1.3	All children are entitled to a broad and balanced curriculum and a range of extra-curricular activities regardless of gender, age, race, religion or disability. <i>(However health and safety guidelines and age-appropriateness guidelines for activities will be adhered to).</i>

2.0	NATURE OF EQUALITY
2.1	<u>Cultural Diversity</u> Children will be educated to grow up in a society that values the variety of diversity and cultures that exist. As Britain is a multi-cultural society, the Academy will be sensitive to the different experiences children of ethnic minority backgrounds bring with them to the Academy. It will strive to create an ethos in which stigmatising children because of their ethnic background will be seen as wholly unacceptable. It will make every effort to ensure that all children see and experience all aspects of their culture being valued through the curriculum and the daily life of the Academy. The growing number of ethnic minority groups in Lincolnshire, where English is a second language, presents schools and academies with a particular set of challenges if the children from these groups are to have equal access to the curriculum and achieve their full potential on the same terms as their peers. As well as meeting the challenges posed in supporting children, schools and academies also face the additional challenge of making sure their communication systems can help parents understand how the school system works, so that they can fulfil their roles effectively. Besides these points, it will be essential for all Academy staff to understand and respond sensitively to any cultural implications following the admission of a pupil (eg; dress codes, food, beliefs etc). In this policy, the Academy will respond to those challenges. It is important to understand that, unless there is strong evidence to the contrary, the support will not be seen as an aspect of SEN. The Academy will provide a curriculum which gives all children opportunities to learn about other cultures and to experience the particular features that characterise those cultures. (eg; dance, costume, language, festivals etc). Where possible, visits to places of differing cultures and beliefs (eg; places of worship) will be encouraged. The Academy will expect all members of staff to act as role models for the children and demonstrate the principles and practices of race equality at all times. Staff will be expected to be alert to any indicators of racist behaviour (eg; derogatory comments, mimicry etc) and will challenge such

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	behaviour and record incidents as they occur. All racist incidents will be reported to the Headteacher who will record them in the Racist Incidents Book. All racist incidents are to be taken seriously and will be dealt with by the Headteacher. Actions may involve: • discussions with parents • following the School's 'Behaviour and Anti-Bullying' Policy. • following the School's 'Code of Conduct' and 'Allegations of Abuse Against Staff' Policies (if Staff are alleged to have been involved in a racist incident) • advice sought from external agencies The recommended definition of a racist incident is <i>"Any incident which is perceived to be racist by the victim or any other person"</i> (The Stephen Lawrence Enquiry Report).
2.2	<u>Disability Discrimination</u> The Academy is committed to meeting the wishes of parents who choose it for the education of their children. The Academy has a duty under the Disability Discrimination Act: • not to treat pupils who are disabled, less favourably than others • to take reasonable steps to avoid putting such pupils at a substantial disadvantage • to consult with all users of the Academy prior to making reasonable adjustments in order to meet their needs. Disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on his / her ability to carry out day-to-day activities. <u>Physical impairments</u> include eyesight and hearing problems. <u>Mental impairments</u> include learning difficulties but not the outcome of mental illness unless that is a clinically well-recognised medical condition. <u>Behaviour difficulties</u> that stem from mental impairments are covered if that impairment is clinically well recognised. <i>Long term</i> is defined as lasting more than twelve months. Disability discrimination occurs when any individual with a disability is prevented from gaining reasonable access to the facilities and curriculum of the school by the physical state of the building or the actions and interpretation of school policy.

3.0	ACTION AND MANAGEMENT - Curriculum
3.1	The curriculum is defined as all those activities provided by the Academy that are intended to enhance children's knowledge, skills and understanding, including sport, all core and foundation subjects, visits, extra-curricular clubs and assessment.
3.2	Access to all aspects of the taught curriculum will be through the Academy's curriculum planning structure, including appropriate differentiation of tasks and preparation where necessary, of resources modified to take account of visual / hearing difficulties and conceptual understanding. These modifications might include: - • simplifying the language used in teaching and learning materials • preparing teaching materials using coloured paper, overlays and backgrounds on VDU screens • seating children near the front of the classroom where this will overcome sight and hearing problems.

3.3	All curricular related visits will be planned to ensure children with disabilities may participate in the same way as other children. Parents and children will be consulted about arrangements.
3.4	The Academy will make every effort, through the curriculum and extra-curricular experiences it provides, to ensure that pupils are taught to respect the needs of individuals by raising their awareness by means of lessons, assemblies, guest speakers and visits out of school.
3.5	All children will be entitled to a broad and balanced curriculum and a range of extra-curricular activities in accordance with the Academy's 'Curriculum' Policy. Where appropriate, the Curriculum will emphasise the multi-cultural and diverse nature of the world in which children live.
3.6	Curriculum resources will exemplify the multi-cultural nature of society and will provide examples of positive role models from different ethnic communities, different genders and different abilities.
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3.9	The Academy will liaise with outside agencies, including the 'Ethnic Minority and Traveller Education Team' and the Special Educational Needs Service, to identify and provide the maximum level of support possible.
3.10	Children's behaviour will also be monitored and where incidents of racially motivated bullying or other forms of harassment, (such as those related to special educational needs or disabilities etc) take place; those responsible will be subject to the sanctions of the Academy's Behaviour and Anti-Bullying Policy.

4.0	ACTION AND MANAGEMENT - Pastoral
4.1	The Academy will take account of the needs of all children in supporting their physical and educational development.
4.2	All children will be treated equally where matters of discipline are concerned, but individual needs and circumstances will be taken into account.
4.3	The Academy will develop procedures to ensure entry is smooth for all children. Detailed information will be sought from parents about any impairments (as defined by the legislation) their child may suffer from. Risk assessments will be undertaken to ensure there is full access to the school and children's Health and Safety are not compromised. Transitional arrangements will be taken care of under a transfer plan, agreed jointly between the feeding and receiving school. These arrangements will be subject to consultation with parents and, where necessary, the Local Authority.
4.4	Once a child's needs are identified, Individual Education Plans (IEPs) will be written that outline how the school will meet these needs. Parents will be consulted during the writing of the plans. The plans will be reviewed at least twice a year in consultation with parents and the child.

5.0	ACTION AND MANAGEMENT - Personnel
5.1	The Academy will seek to appoint the best person for each vacant staff post, in accordance with the Local Authority and County Council Equal Opportunities Recruitment Policy.

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5.2	Staff will be given opportunities to develop their skills, competencies and awareness of the issues relating to multi-cultural understanding, in accordance with this Policy and the Academy's 'Staff Development' Policy.
5.3	The Governing Body, through the Standards Committee, will encourage all parents to become positively involved in the life of the Academy. (eg; through membership of the Governing Body and its Committees; participating in curriculum workshops and assisting the staff in the organisation and provision of multicultural curriculum activity.)

6.0	ACTION AND MANAGEMENT – Physical Access
6.1	The Academy will make all reasonable adjustments to its site to ensure access to the building and internal and external facilities and services. These adjustments may include: - • ramped access or level surface access at a variety of points around the Academy • a dedicated car parking space near the front for those with physical disabilities • clear signage of entry and exit points and routes around the Academy • copies of Academy information modified (eg; in large type or in braille) for those with visual problems, as required. • dedicated seating areas for Academy events such as Sports Day or Concerts • maintenance of garden areas • marking of edges to highlight steps • external lighting • signs offering assistance
6.2	Where adjustments require more detailed intervention, for example in physical adaptation to the building, these will be identified and reflected in the annual cycle of repairs and maintenance and minor improvements, to be funded through the Academy budget. Should emergency action be needed the Academy will respond as soon as possible with appropriate reasonable adjustments.

7.0	ACTION AND MANAGEMENT – Ethnic Minority Support
7.1	Best practice, based on advice and guidance from EMTET suggests that, when the Academy is approached by a family from an ethnic minority group about admitting a child, the following sequence of steps is to be followed: • Following the initial contact between family and the Academy, a formal meeting will be arranged between parents and the Headteacher. • No admission of the child will occur until this meeting has taken place. The meeting will be attended by an interpreter where necessary. The Academy will arrange this meeting within 10 working days of the initial contact, subject to the availability of the interpreter. The Academy will keep the family informed of progress in setting up this meeting.
7.2	Before formal admission to the Academy takes place, the Academy will appoint a member of staff to co-ordinate their induction. This member of staff will ideally be a teacher but may be a member of the non-teaching staff. The SENCo may take the responsibility of organising the appointment of the member of staff. The designated member of staff is responsible for:

	● organising the initial meeting before admission ● liaising with other agencies and professionals, including EMTET and interpreters ● providing copies of key Academy documentation in the home language of the family, classes (timetable, the curriculum, Academy uniform, session opening and closing times, holiday dates, Academy rules, essential documents that parents need to know about eg;. home/school agreement, contact details, school meals etc. ● liaising with the Headteacher to ensure each child is in an appropriate class and has a mentor and learning partner or buddy ● working with the Class Teacher to develop the first Personal Learning Plan (PLP), which will: ○ set out the child's entitlement to a broad and balanced curriculum ○ detail learning objectives to be achieved ○ the level and frequency of individual support the Academy will provide ○ the teaching personnel involved ○ set out in detail, the specifics of this support (e.g. if the child has no spoken English, how much time will be set aside daily for the development of vocabulary and conversation skills) ● assemble appropriate resources not just for an individual pupil but also for all such pupils in the Academy ● organising meetings to review pupil progress and communicating appropriate details to families ● developing the ethos of the Academy to make pupils from ethnic minorities feel welcome and respected ● training Academy staff to understand the needs of E2L children and how to meet them effectively.
7.3	All staff take equal responsibility for making children from ethnic minorities feel welcome in the Academy and helping them to thrive and succeed.
7.4	The <u>Class Teacher</u> is responsible for: ● implementing the details of the PLP ● providing suitable support and resources in the classroom ● deploying classroom support effectively to enable E2L pupils to access the curriculum successfully ● recording and tracking progress made by E2L pupils in their class over time and intervening where appropriate to provide additional support;

8.0	ACTION AND MANAGEMENT – Management of unacceptable behaviour
8.1	As stated in Point 2.1, staff will be expected to model the correct behaviour required of children in the Academy. This behaviour includes appropriate language and attitudes as well as treating children from all backgrounds with appropriate respect; regardless of race, religion, age, gender or disability.
8.2	The Academy will not tolerate any form of unacceptable 'inequality' behaviour including racist behaviour; from any member of staff, pupil, parent, governor or member of the public. These behaviours include unacceptable language, physical assault and intimidation, graffiti, abuse of personal property, non co-operation, disrespect and ostracism and or the bringing in to the Academy of any literature (paper based or electronic), which could cause offence.

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8.3	Every member of staff has a responsibility to take seriously and record the details of any complaint or incident no matter how small. All incidents of a racist nature will be recorded in the 'Racist Incidents' Book which is stored in the Headteacher's Office.
8.4	Children who are responsible for inappropriate racist behaviour will be dealt with according to the Academy's 'Behaviour and Anti-Bullying' Policy. Any racist incident which may also constitute a Child Protection or Safeguarding issue will be dealt with in accordance with Child Protection / Safeguarding guidance and the school's 'Child Protection and Safeguarding' Policy.
8.5	Members of staff who are responsible for 'inequality' behaviour, including racist behaviour, will be deemed to be guilty of gross misconduct and dealt with by the Academy's Disciplinary Procedure.
8.6	Any other adult who is responsible for racist behaviour, on Academy premises, will be reminded of Academy policy on racist behaviour and informed that the details will be recorded and may be referred to other agencies, including Police.
8.7	Where any child is responsible for 'inequality' behaviour including racist behaviour; their parents will be notified and asked to support the Academy appropriately in helping prevent any form of repetition. They will also be informed of the sanctions that will be applied in line with the Academy's 'Behaviour and Anti-Bullying' Policy. Parents and carers of the victims of racist behaviour will be kept informed of the outcomes of any incident in line with the Academy's policy.
8.8	All staff will be trained in consistent implementation of the Academy's policy on racist incidents.
8.9	Any person who is the victim of racist behaviour will be offered support and counselling by the Academy. Responsibility for co-ordinating this support lies with the Headteacher who is responsible for managing this policy.

9.0	ASSESSMENT, MONITORING AND REPORTING
9.1	The Headteacher is responsible for monitoring issues relating to children from all Significant Groups (eg; age, gender, race, religion, disadvantaged, looked after children etc) including minority ethnic groups (eg; Attendance, Behaviour and Discipline) and for reporting this information to the Governing Body.
9.2	The Headteacher and Senior Leadership Team is responsible for monitoring the performance data of all children and will monitor the achievements of children from the Significant Groups, including ethnic minorities, as part of that work.
9.3	The Governing Body is responsible for monitoring the effectiveness of the policy within school. It is also responsible for monitoring the opinions of parents towards the way the school's policy is working.