



EVELINA HOSPITAL SCHOOL

SINGLE EQUALITY POLICY & ACCESSIBILITY PLAN

Introduction

The Evelina Hospital School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

- 1. All learners are of equal value**, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

Reviewed by AH – Oct 2017

Reviewed by Whole School Staff meeting – November 2017

Approved by Governors - November 2017



6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years, which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 details the school’s Accessibility plan

Appendix 2 shows the school’s Equality Monitoring Sources.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils (appendix 1) – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- We monitor and respond quickly to incidents of discrimination, harassment and victimisation.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that the views of those who are affected by a policy or activity are included when designing new policies, and reviewing existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. (appendix 2) We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

What we are doing to foster good relations



- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide guidance and information to enable them to do this.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Appendix 1

Priority	Action	Target and completion date	Monitoring and checking (how and by whom)	Cost implication
Increase the extent to which disabled pupils can participate in the school curriculum.	Review secondary classroom layout/ staffing Use of Atrium	Dec 2017	SLT	
	Enable safe access to school for pupils with mobility problems. Especially focusing on collaborative workshop sessions <ul style="list-style-type: none"> • Be aware of EYFS children during session • Understand how to en/disable movement the controls 	Dec 2017	Workshop teachers	
	Review with staff any H&S concerns.	Dec 2017		

Improve the use of physical environment of the hospital and school including physical aids to access education.	Gain access to the hospital sensory room and be able to timetable use.	Dec 2017	BN/ CG	
	To investigate opportunity to have all staff trained on eye gaze equipment.	Spring 2018	FD to contact pupil's school	
	To purchase switches Cause and effect apparatus/ software to allow access to all pupils including those working below national expectations and mobility challenges	March 2018	BN/ CG	£300
	All staff trained in adapting resources such as use of widgets to create adapted worksheets.	March 2018	SEN Team	TBC
	Prologue and Clicker software purchased	March 2018	SEN Team	TBC

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Appendix 2**EQUALITY MONITORING SOURCES 2017**

We will evaluate the impact of this policy on the following areas of focus:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The impact of this policy will be evaluated through:

- Staff wellbeing survey and related action points
- Pupil and parent feedback
- Assessment and celebrate the week
- Personalisation and individualisation
- Key teacher role
- Analysis of pupil progress by groups
- Monitoring of incident forms, including incidents of racism
- Head`s Report to Governors.

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