



# Thames View Infants

## The Equality Plan (incorporating the Accessibility Plan)

### Contents:

1. Our Vision Statement
2. Equality aims and values
3. Legislation and guidance
4. Roles and responsibilities
5. Fostering good relations
6. Partnerships with Parents/Carers and the Wider Community
7. Equality considerations in decision-making
8. Equality objectives
9. Monitoring and Review

## 1. Our Vision Statement

At Thames View Infants, we are committed to ensuring equality of provision and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We aim to ensure that our differences do not become barriers to participation, access and learning. We strive to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the pupils, and we reflect this in the displays of work shown around the schools, and assemblies throughout the year.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. We do not condone any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. All incidents are recorded and dealt with accordingly and in line with policies.

## 2. Equality aims and values

We recognise that there are similarities and differences between individuals and groups and we celebrate the cultural diversity of our community and show respect for all. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning within our School community. We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our schools. We ensure that all pupils have equal access to the full range of educational opportunities provided by our schools. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

### 3. Legislation and guidance

There are a number of statutory duties that must be met by every school in line with legislation from The Equality Act 2010 and DfE guidance (The Equality Act 2010 and Schools, May 2014). Our school is committed to meeting its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

### 4. Roles and responsibilities

#### **The Role of Directors supported by the Local Academy Board (LAB)**

The Directors have set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. The Directors welcomes all applications to join the schools, whatever background or disability a pupil may have. The Directors ensure that no pupil is discriminated against whilst in our school on account of their sex, religion or race. For example, all pupils have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a pupil's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the pupil's cultural traditions.

The Directors will:

- Ensure that the equality information and objectives as set out in this statement are communicated throughout the school, including to staff, pupils and parents, and that they are reviewed according to the policy review schedule.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Meet with the Headteacher and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure familiarity with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues



## Thames View Infants

### The Equality Plan (incorporating the Accessibility Plan)

#### The Role of the Headteacher

It is the Headteacher's role to implement the school's equal opportunities policy and is supported by the Directors in so doing.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all staff are aware of our policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and delegate delivery of training as necessary

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life. For example, in assemblies, where respect for other people is a regular theme.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness. All racist incidents are recorded and dealt with immediately.

#### The Role of the Class Teacher

The Class Teacher will ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any pupil. When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist or discriminatory in any way. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

All of our teachers challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the Headteacher or Safeguarding Team. Teachers provide support to TA's and encourage them to intervene in a positive way against any occurrence of discrimination.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 5. Fostering good relations

The school aims to foster good relations by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite Teachers and staff to talk to the children about their own culture and experiences.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, or organising school trips and activities based around the local community.
- Encouraging different groups of pupils within the school to work and play together. For example, our school council has representatives from different year groups and comprises of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities. We work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. This includes our local church where children visit as part of the curriculum.

## 6. Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. All parents/carers are encouraged to participate at all levels in the full life of the school. We encourage members of the local community to join our school activities e.g. Harvest Festival, Eid celebrations, Christmas concerts, and much more.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school considers the impact of significant decisions on particular groups. For example, when a school visit or activity is planned, the school considers whether the visit:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities, whether they are physical disabilities or children with communication/ learning disabilities.
- Has equivalent facilities for boys and girls, for example toilets and changing facilities

This also entails:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school, working collaboratively.
- monitoring the staff appointment process, so that no-one applying for a post at our schools are discriminated against.

- requiring the Headteacher to report to Directors on a three yearly basis on the effectiveness of this policy.
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils.
- monitoring the school behaviour and exclusions policy, so those pupils from vulnerable and minority groups are not unfairly treated.

#### 8. Equality objectives for our school:

- Celebrate the diverse ethnic, cultural and religious school community so that all the pupils and parents feel valued. For example, celebration of Eid, Holi, Christmas, Harvest Festival and other key dates.
- Ensure all staff have access to pupil profiles (religion, languages spoken, ethnicity) for their class. This is all stored on the school data base.
- Promote our 'British Values'. The DfE defines these values as:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect for and tolerance of those with different faiths and beliefs.These are explained in more detail in the DfE's non-statutory guidance on promoting fundamental British values.
- Assemblies throughout the year to include celebration and reflection on key national and international days and events (Black history month, Pride, Neurodiversity Week)
- Narrow the Achievement gap of different groups of pupils.
- Monitor the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school.
- Provide training at staff meetings so that they are aware of how to meet the spiritual, moral, social and cultural needs of all pupils within the curriculum.
- Improve communications with parents to reaffirm the school's commitment to equality.
- Audit the school community to obtain data on disability and accessibility.
- Work with pupils on disability discrimination and embed key messages into the curriculum.
- Monitoring the school behaviour and exclusions policy, so those pupils from vulnerable and minority groups are not unfairly treated.

- Ensure discrimination between and within faiths is robustly tackled (reporting logs/staff training).
- Continue to ensure school visits are fully inclusive to all pupils (in line with Health and Safety and Risk Assessments).
- Carefully manage events such as Ramadan to achieve a sensible balance between 'safeguarding' and the rights of a pupil to observe their religion.
- Continue to provide additional experiences and school visits for more vulnerable pupils.
- Offer clubs and activities to pupil premium pupils free of charge.
- Purchase books and resources to reinforce knowledge of and respect for relationships, alternative family structures, disabilities, languages, etc...
- Ensure the Local Academy Board is diverse and represents the community to which it serves.

## 9. Monitoring and Review

It is the responsibility of the Governors and Senior Leadership Team to monitor the effectiveness of this Equal Opportunities Policy. This is through regular reviews of the progress that the School is making to meet the equality objectives with regard to protected groups (race, disability, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation) under the Equality Act 2010.

Equality Objective	Equality Plan
Establishing, maintaining, and developing a school culture and ethos	We believe in encouraging pupils to develop all their positive abilities and qualities; this includes helping pupils learn to behave in positive ways. Staff and students work together to create a school community which is caring and respectful, regardless of special need, disability, gender, faith, race, religion and diversity. Thames View Infants celebrates student achievements; we believe that our students are unique individuals whose qualities, personalities and achievements will be celebrated. TVI celebrates personal qualities and attributes; encourage students to express themselves; share achievements with their peers and the wider school community. TVI involves parents, carers, and key stakeholders through regular meetings to discuss progress and attainment. TVI places great emphasis on the celebration and equality through the curriculum.
Equalising opportunities	<p>The school recognises that the socio-economic profile of some students could potentially reduce their ability to access opportunities. The school has a charging policy in place and ensures that contributions to fund activities and trips are voluntary. No child is precluded from accessing an opportunity because of financial pressures. The school in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering staggered payment plans. Emphasis is placed on offering students' opportunities which may not be available to them from any other source: for example, cinema visits, theatre visits and community visits. The promotion of independence skills, such as cooking and being part of our local community are a key part of the school's offer. While the school has a school uniform, the requirements are minimal and only one item is a requirement to purchase with the School logo.</p> <p>All children, with the exception of our 30 hour nursery children, access free school meals and they are offered a wide variety of food choices.</p>
Informing and involving parents and carers	The main communication system is through Parent Mail, which offers parents/carers further opportunities to access information promptly. The school caters for any special needs that parents/carers have by adapting the method of contact. School also adapts information for parents who have English as an additional language and organises translators for those who need them. Parents are welcomed into the school, both formally through regular, scheduled meetings, and through informal meetings. An effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently re-arranged to meet needs. Parents/carers can invite friends and supporters to meetings if they wish. The school works collaboratively with the organisation

	SENDIASS and other advocacy services, and encourages parents/carers to bring supporters with them to meetings.
Welcoming new students and helping them to settle in, effectively.	<p>The school ensures that all children have a structured and tailored introduction to the school through a transition process. We refer to this as a 'staggered start'. This is agreed with parents/ carers after the initial admissions meeting, once we have met the child.</p> <p>Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to adapt the learning and structure of the school day to them. New students are placed into classes after consideration of their learning and social needs, and the nature of their learning difficulties. Each parent/carer meets with the class teacher and appropriate additional adults at a post-admission meeting as part of joining the school. This allows any concerns to be discussed and addressed early in the student's school career.</p>
Addressing the full range of learning needs	<p>The school has rigorous data collection systems to ensure that any students who are at risk of under-achievement are rapidly identified and interventions are put into place to meet their specific needs. Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs. Pupil progress meetings are set 3 times a year to monitor the progress made by all learners. Attendance is tracked rigorously throughout the year to address any issues of poor attendance before these can impact on pupil progress. This is also a proactive response so we can work with families before attendance becomes a problem. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals, or sometimes sooner if required. These reviews give parents/carers an opportunity to discuss their son or daughter's learning needs and to share their rights with professionals. The curriculum has been developed to address the full range of learning needs across the school, offering adapted learning as necessary. Teachers use a variety of creative teaching approaches and detailed assessment to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p>
Supporting learners with particular needs	<p>All students have Learning Objectives outlining their termly targets and progress made towards each area of the Curriculum. Outside agencies such as Speech and Language Therapists and Hearing Impairment teacher are welcomed into the school on a regular basis to support students and advise staff and parents. Our School support students who have particular needs due to their own personal circumstances, for example, Looked After Children. The School Development Plan features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives is reviewed and monitored through the academic year and funding is allocated to resource the initiatives. Bespoke learning is created for students who require additional support to meet</p>



	educational/learning/emotional needs.
Making the school accessible to all	The school does not discriminate on any grounds and admissions to the school are based against non-discriminatory criteria (through the Local Authority for Reception and above). The needs of different cultures, races and religions are accommodated. Should the issue of cultural or diversity be raised, the implementation of the uniform and other policies would be applied flexibly. Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's anti-bullying policy. All teaching regarding diversity is conveyed responsibly, sensitively and age appropriately.
Ensuring fair and equal treatment for staff and others	The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process. All staff receive equal access to funding for training and professional development. Any discrimination to a member of staff would be pursued rapidly in line with appropriate policies
Encourage participation of underrepresented groups	The Local Academy Board (LAB) represents parents and the wider community. All recruitments to the LAB follow appropriate electoral procedure, including the election of teacher/parent LAB. Students have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into school to talk about their work during careers week.
The school recognises its continuing duty to treat former students fairly and equally in relation to the provision of references and access to 'previous students' communications and activities.	Former students are welcomed back into school for visits and work experience opportunities. The school provides references for ex-students.