

Ellowes Hall Sports College



SINGLE EQUALITY POLICY

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March 2019

March 2016

ELLOWES HALL SPORTS COLLEGE

SINGLE EQUALITY POLICY

Equality – Aims and Values

The purpose of the Single Equality Plan at Ellowes Hall School is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – students, staff, governors, parents and community members.

The School Context

The school is average size and has a small sixth form. It gained sports status in 2004 and is oversubscribed. Most students are of White British Origin. A small proportion of Asian, Black and mixed backgrounds. The proportion of students with learning difficulties and /or disability, including those with an SEN statement, is slightly below average.

Our approach to promoting equality

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

This school is committed to equality principles, and will work consistently to ensure that all students and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated.

The school aims to ensure that no students, 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, pregnancy or maternity, social class, where the person lives or spent convictions.

Leadership, Management and Governance

The Governing Body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

While the Governing Body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The Governing Body recognises that all Staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The Governing Body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike.

The Governing Body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy planning, implementation and review

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.

All Staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of students and their parents/carers and other relevant parties.

All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

As further equality requirements come into force, policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

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 Diversity initiatives being undertaken.

Staffing: Recruitment and Staff Development

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

The school routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this plan. New Staff are familiar with it 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. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.

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

Personal Development and Pastoral Care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

The school provides appropriate support for EAL students and encourages them to use their home and community languages.

All students are provided with appropriate career advice and guidance. Work experience providers are asked to demonstrate their commitment to equality principles. Placements are monitored to ensure compliance.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of students and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring 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. Analysed results will be used to inform planning and decision-making.

Learning and Teaching

All students have access to the mainstream curriculum in accordance with DFES guidelines.

Classroom Staff ensure that the classroom is an inclusive environment in which students feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem-solving tasks.

Students grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate, be analysed by equality indicators.

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

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

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

School Curriculum

Curriculum planning takes account of the needs of all students and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for students of all backgrounds.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of: boys and girls; students who are disabled; students learning English as an additional language; students from minority groups; students who are gifted and talented; students with special educational needs; students who are looked after by the local authority and students who are at risk of disaffection and exclusion.

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 students.

The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all students. The school will give due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of students from all groups.

Admissions, Attendance, Behaviour, Discipline and Exclusion

The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all students.

Comprehensive information about students' ethnicity, first language, religion, physical needs, diet, etc., is included in all admission forms.

The school's procedures for disciplining students 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 operate consistent systems of rewards and sanctions.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of students. Absence is always followed up by appropriate personnel. Those involved in this work are aware of, and sensitive to, community issues.

There are strategies to reintegrate long-term truants and excluded students, which address the needs of all students.

Students, 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.

Appropriate provision is made for leave of absence for religious observance for students and staff.

Attainment, Progress and Assessment

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

The monitoring and analysing of student performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of students where there are patterns of underachievement. The school ensures that action is taken to counteract this.

The Staff use a range of methods and strategies to assess student progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all students full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

Partnership with Parents and the Community

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

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 students at the school.

When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community.

The school's premises and facilities are equally available for use by all groups within the community.

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.

Measuring Progress

Progress on this Equality Plan will be reviewed on a regular basis. The results of reviews will be published in formats that give the widest accessibility. However, the schemes contained within this plan and their accompanying action plans each have a statutory timetable for publication. This may mean that sections of this plan will be reviewed at different times.

The school uses a range of mechanisms to consult with and obtain feedback from its students, parents and staff and other interested parties.

Future Strategic Priorities

While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality. It will use the Equality Plan to help drive its work forward.

Disability Equality Policy

The Disability Discrimination Act 2005 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time.

This Policy sets out the steps the Governing Body will take that will result in improved outcomes for disabled students, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

Overall Aim of the Policy

Elowes Hall Sports College will work to promote positive attitude to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.

Definition of Disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities."

Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

The SEN and Disability Act 2001 extended to Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increase the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

This Policy builds on our accessibility plan and develops our work further to include:

- Definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups such as that set out in **DDA 95 as amended by SENDA from 2002 Code of Practice part 4.**

“It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is additional to, or different from, what is normally available in schools in the area”.

Working with the social model of disability that is:

- That while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these attitudinal and environmental barriers which can increase the level of disadvantage and not the disability itself
- Taking a proactive approach in making reasonable adjustments
- Work with students, staff and parents/carers
- Involving the views of disabled students, their carers and staff where appropriate in identifying priority actions within the school improvement plan

Strategic Priorities

Elowes Hall Sports College aims to include all children, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all people involved in the school community
- Finding ways in which all students can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- Following the Dudley admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for students with disabilities in all subject areas
- Planning the physical environment of the school to cater for the needs of all people involved in the school community
- Raising awareness of disability amongst school staff (teaching and non-teaching) and students through a programme of training
- By providing written information for all involved in the school community in a form which is user friendly
- Eliminate harassment related to a disability for all persons involved in the school community

Strengths and Weaknesses

Strengths:

- One to one mentoring
- Reintegration programmes
- Annual reviews with parents about student progress
- Counselling
- Links with Connexions and career advice for students with disabilities
- Students with disabilities actively involved in the play, after school activities, trips and school council
- Liaison with primary schools. SEN staff go into primary schools and links are set up with disabled students we will have in our new intake
- Students have an induction week in July before they start school. Students and parents are invited to meet the SENCO to discuss any issues and needs
- Student Services assess our disabled students and extra time/readers/writers are given depending on medical proof and student's disability for exams
- SEN staff give extra time and help for coursework in GCSE and help students with organisational skills for GCSE examinations
- Space for students to be quiet e.g. some students spend lunchtime in Learning Support Unit
- Good inter agency relationships and extended services
- Care plans completed by the school nurse for students with medical issues

Weaknesses:

- An old building, much of which is not fully DDA compliant.

The General Duty

Every public authority shall in carrying out its functions, have due regard to:

- The need to eliminate discrimination that is unlawful under the Disability Discrimination Act 2005
- The need to eliminate harassment of disabled persons that is related to their disabilities
- The need to promote equality of opportunity between disabled persons and other persons
- The need to take steps to take account of disabled persons' disabilities, even where that invites treating disabled persons more favourably than other persons
- The need to promote positive attitudes towards disabled persons
- The need to encourage participation by disabled persons in public life

Specific Duty – How we will meet the General Duty

Ellowes Hall Sports College will meet this duty by:-

- Undertaking a disability audit using the medical register, the Special Educational Needs Register and meetings with staff, as appropriate
- Meeting with children and parents of children with disabilities to ensure the school is supporting them effectively
- Ensuring disabled children have a voice on the School Council
- Publishing an accessibility action plan which includes targets
- Making the policy and targets known to all teaching and non teaching staff, students and parents through training and School Website
- Incorporating the Policy into the School Improvement Plan and all other policies as appropriate
- Monitoring and evaluating the success of the plan annually and involve staff and children with disabilities

Involvement of Disabled People in Developing the Policy

We will use information collected about the progress and inclusion of disabled students and seek their views and the views of significant adults about the effect of its activities on disabled people to help it 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.

Equality questionnaires are completed by our parent/carers via the data checking sheets issued each year. All employees are asked via the application process.

Developing a voice for disabled students, staff and parents/carers

- We will liaise with the School Council in developing a forum for disabled children to express their opinions and nominate two additional members with a disability to become part of this Council
- A long term objective will be to provide a specific forum for all other members of the School Community i.e. staff, parents/carers
- The named Governor with responsibility for Special Educational Needs will also consider the implementation of the Disability Equality Policy

Removing Barriers

We will endeavour to remove barriers by making reasonable adjustments as appropriate to the physical environments curriculum and any information provided by the school.

Disability in the Curriculum, including Teaching and Learning

We will develop positive attitudes about disability by raising awareness with the school community taking opportunities wherever possible. For example; through assemblies, PSHE lessons and staff training.

Eliminating Harassment and Bullying

We will ensure that all children understand that bullying is unacceptable and how they can get help.

Reasonable Adjustments

Reasonable Adjustments will be made as appropriate to individual situations i.e. access to school trips, materials for visually impaired, incentives / target sheets to support children. We will ensure that no child is discriminated against and stopped from going on a school visit due to disability discrimination. Staff will be informed about students who have behaviour-based disability and advice on how to make reasonable adjustments in their dealings with these students will be made.

School Facility Lettings

The building is old and does not fully meet DDA requirements. We will ensure that the site remains accessible to all and the Caretaker, who is responsible for lettings, will monitor this.

The Governing Body

Governing Body proceedings are accessible. There are links between parents and the Governing Body. The school encourages disabled parents/carers/community members to become governors.

Information, Performance and Evidence

This Policy will monitor the performance of children who have disabilities. The progress of these children will be tracked by the class teacher through normal assessment procedures and reviewed by the Head of House and SENCO.

The Assistant Headteacher with responsibility for Equal Opportunities will be responsible for monitoring the accessibility plan and ensuring that actions are undertaken and targets achieved.

We will use the results of our monitoring and assessment activities to make reasonable adjustments and review the effectiveness of this plan and identify future priorities.

Admissions, Transitions, Exclusions (including SEBD)

The school will audit behaviour plans and ensure that children who have disabilities have reasonable adjustments made for them to help support them in day to day school life. Any potential exclusion whether fixed term or permanent, is considered very carefully by the Headteacher and the Deputy Headteacher to ensure there is no discrimination and that there are no other possible alternatives.

Employing, promoting and training disabled staff

We are an equal opportunities employer and discriminate positively for disabled applicants. All potential candidates who are disabled and meet the person specification are automatically offered an interview.

Impact Assessment

We will measure the impact of new and existing policies by inviting feedback from students with a disability, their families and carers and also from the whole school community. This information will be shared with the Governing Body.

Reviewing/Monitoring

The School will formally evaluate the success of our Disability Equality Policy every year and undertake a full revision every three years.

Gender Equality

The General Duty (Gender Equality Duty)

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- To promote equality of opportunity between females and males.

This is known as the 'general duty' and is effective from 6th April 2007.

'Due Regard' comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

For the purposes of the above legislation maintained schools are classed as public authorities

The specific duties

To support progress in delivering the general duty, there is also a series of 'specific duties'. Those specific duties include the following activities:

- **To prepare and publish a gender equality scheme**, showing how the school will meet its general and specific duties including **setting out its gender equality objectives**
- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap**
- **To gather and use information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, **in particular education functions**
- **To consult stakeholders** (i.e. students, parents, employees, others service users or potential service users, including trade unions) **and take account of relevant information** in order to determine its gender equality objectives
- **To assess the impact of its current and proposed policies and practices** on gender equality
- **To implement the actions set out in its scheme** within three years, unless it is unreasonable or impracticable to do so
- **To report** against the scheme every year and **review** the scheme at least every three years

The school accepts that these duties set out a framework to assist it in planning, delivering and evaluating action to meet the general duty and to report on those activities. At the heart of this framework is the Gender Equality Scheme. This scheme sets out our means of meeting the elements of the general duty.

The school recognises that the duties apply to all public authorities whatever their size, but the way in which they are implemented needs to be appropriate to the size of the authority and the breadth of its functions.

How we will meet the General Duty

Consultation - Developing a voice for students, staff, parents/carers and others

The specific duties require schools to consult stakeholders when preparing a scheme. This school has consulted students, staff, service users and others (including trade unions/professional associations) who appear to the school to have an interest in the way it carries out its functions.

In addition, the scheme itself includes an outline of the actions which the school intends to take, or has taken, in order to consult further. By consulting stakeholders we have been able to build up a better picture of the most important gender issues in our work. We have gathered evidence which we have used in determining priorities and in the gender impact assessment process. We have received feedback on our initial draft objectives. Through this process the school community has developed greater ownership and understanding of the gender equality objectives associated with this institution. We use this exercise to improve accountability to service users, staff and the general public.

The extent of consultation has been appropriate to the size, remit and resources of the school. We have, wherever possible, adapted our existing processes of consultation for this purpose. For this purpose, however, we have concentrated our efforts on consulting on gender equality. Girls, boys, women and men have been consulted and as we have had to ensure that the consultation process gave adequate attention to

issues of gender equality we have structured questions in such a way as to bring out any potential differences in views between females and males or between groups of girls and boys or women and men. We have considered it important also that people of both sexes have been enabled to participate fully in a consultation process, in order that we gained a comprehensive understanding of their concerns.

Where one sex has been under-represented or disadvantaged in a particular area we may, if necessary, make special efforts to encourage participation. There may also be particular barriers to participation where a minority group has experienced multiple disadvantages, for example, on the grounds of ethnicity and sexual orientation. We may wish to consult such groups in a single-sex or group-specific environment.

We recognise that it has been recommended that consultation on employment issues with the transsexual community is conducted separately, although individuals and/or groups are also actively encouraged to participate in mainstream consultation processes.

Gender Equality Priorities

The specific duties require schools to ensure that their schemes set out overall objectives that they have identified for meeting the duty.

The school will ensure that appropriate weight is being given to the three elements of the duty. In determining priorities, therefore, we have reviewed questions of harassment, discrimination and the promotion of gender equality across education, employment, other service provision, public functions and all other functions.

Although, in many instances, we do not set our own pay systems we recognise that the Governing Body is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within the school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points), are fair and equitable.

Caring Responsibilities and Gender Segregation

This schools endeavours to gather evidence on the impact of caring responsibilities on our workforce and our students. Based upon that evidence, and on consultation with employees and trade unions/professional associations (union reps), we have considered whether it is appropriate to set objectives to address any relevant issues.

We also collect evidence on the extent of occupational segregation in our workforce. Based on that evidence and on consultation with employees and trade unions/professional associations, we have considered whether it is appropriate to set objectives to address it.

We are reviewing which issues are relevant to any gender pay gap in our organisation by:

- Monitoring where women and men work
- What hours they work and at what grade.

This will map any segregation by seniority and by types of work and will alert us to the possible impact of caring responsibilities. We are developing appropriate monitoring procedures to ascertain the extent of caring responsibilities experienced by our students and staff and whether this is for children or for older people.

Gender impact assessment

This scheme sets out the actions that will be taken, or have been taken, to assess the impact of school policies and practices, or their likely impact, on gender equality. 'Policies and practices' covers all the proposed and current activities the school carries out, including, in particular, its education and employment functions.

The purpose of an impact assessment is twofold:

- To ensure that neither sex is disadvantaged by the school's decisions and activities
- To identify where the school can promote equality of opportunity between boys and girls and men and women.

At each annual review the school will identify from its strategic plans which policies are to be developed during the coming year; whether they are relevant to promoting gender equality and whether therefore a gender equality impact assessment needs to be undertaken.

The school has undertaken an initial screening of its services and policies for relevance to promoting gender equality and uses this to assist in the identification of priorities for undertaking impact assessments. An initial programme of equality impact assessments of existing policies is included in the action plan and programmes will be developed for subsequent years.

The local authority has produced a guide for its staff on how to carry out equality impact assessments which is appropriate for use by schools. This considers all aspects of equality together but can be applied specifically to assessing the gender equality impact of policies or activities on girls, boys, men and women if this is the particular area of concern. The school's general approach, however, will be to look at all relevant aspects of equality together to avoid duplication of procedures.

New policies, while they are being developed, will therefore need to consider their impact on promoting gender equality. Reports to governors should include a paragraph on 'equality impact' where report authors are required to report on details of the likely impact of the report's proposals on different groups, including gender groups.

Gender impact assessment is not an end in itself, but is merely the process which the school will go through in order to identify gender issues and act on the gender equality duty. As well as being a legal requirement for maintained schools under the specific duties in the regulations, gender impact assessment is also a useful technique for the implementation of the gender duty overall, because it allows the school to assess the relevance of gender equality to each of its functions.

Not all policies and practices will be equally relevant to gender equality. This school intends to undertake impact assessment as a two-stage process, prioritising through initial 'screening' in order to identify the most relevant policies and practices to gender equality. They will be subjected to more detailed scrutiny.

Impact assessment should fit into a flexible process. The key to the effectiveness of the process is good information and staff in relevant posts with the skills to be able to analyse the implications for gender equality.

The initial equality screening process includes:

- Identifying the aims of the policy or practice
- Considering the evidence – based on existing knowledge and data about whether the policy or practice is likely to have a differential impact on girls or boys or women and men? (This school will not cite absence of data as a justification for assuming there has been no differential impact)
- Deciding whether to take remedial action based on available evidence, or to proceed to a full impact assessment

This school will develop criteria for screening and for proceeding to full impact assessment. Core questions will include:

- Is the policy or practice a major one in terms of size and significance for the school's activities?

- Is there any indication that, although the particular policy or practice is minor, it may have a major impact on gender equality? This is not necessarily a question of the numbers of people affected but of the seriousness of the potential impact, whether negative or positive

Additional useful screening questions we might use include:

- Is there any evidence that boys and girls or women and men have different needs, experiences, concerns or priorities in relation to the issues addressed by the policy or practice?
- Is there evidence that particular gender groups have particular needs etc. in relation to this policy or practice?
- Of those affected by the policy or practice, what proportion is male and what proportion are female?
- If more females (or males) are likely to be affected by the policy or practice, is that appropriate and consistent with its objective?
- Where the policy or practice is intended to achieve a particular outcome, what is the evidence on the likely outcomes for boys, girls, women and men?
- Could the policy or practice unintentionally disadvantage people of one sex or the other or, for employment functions, could it disadvantage transsexual women and men? It is essential to consider not just the intended consequences of the policy or practice but also any unintended consequences and barriers that might prevent it being effective for one sex or the other.
- Consulting stakeholders will be used to help determine criteria for proceeding to a full impact assessment and in conducting the full process.

The Staff recognise that when decisions are being made on whether to amend a policy or practice to prevent unlawful discrimination or promote equality of opportunity, a policy or practice may have a differential gender impact but that in itself may not be enough to require amendment. The test of whether action needs to be taken is whether there is an adverse impact on one sex, and how serious that adverse impact may be.

In order to ensure the effectiveness of our impact assessment process for providing due regard to gender equality we will review the process when revising our scheme every three years, and will do this on a more regular basis if appropriate, particularly in the early stages. It is particularly important that we can demonstrate that the system is leading to changes in the way in which policies and practices are developed. Publishing this information is expected to build the confidence of all stakeholders in the robustness of this school's approach to gender equality.

Implementing the Scheme

This school will, within the three year period, implement the actions for gathering and using information and the objectives in their scheme.

It is important, however, that we consider other solutions where it is not reasonable or practicable to carry out a particular part of the scheme. We recognise that once barriers to equality have been identified, we will need to address them, considering alternative methods of overcoming them if those proposed originally are not practicable or reasonable.

Gender in the curriculum – learning and teaching and the wider school curriculum

Below are some examples of how gender equality is being promoted through the school curriculum.

- Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources will take account of gender equality.
- Resources that do not reflect the modern pluralist society will be systematically reviewed and replaced, if necessary.
- Gender issues and sexism could also be raised through assemblies, PSHE and tutorial time.

Eliminating Harassment, Bullying and Discrimination

The school routinely monitors harassment and bullying incidents by gender. We recognise that in order for it to comply with the SDA 1975, (Amendment) Regulations 2008 to fulfil its duty to protect its staff from gender related harassment it will record all reported incidents and respond appropriately.

School Facility Lettings

The school will endeavour to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally.

Contractors and Procurement

Procurement is the process by which a public authority (school) enters into a contract with an external contractor to carry out works or provide goods or services.

School Governors are aware that the gender equality duty applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself and that where a contractor is carrying out a public function on behalf of the school the legal liability for the gender duty in relation to that function remains with the public authority which contracts out the function. In view of this we recognise the need to build relevant gender equality considerations into the procurement process. We will do our best to ensure that relevant staff have appropriate training so that they fully understand the provisions of the legislation.

We will use available resources such as local authority human resources and equality staff and information from the Equal Opportunities Commission's website to ensure that all procurement is conducted consistently with the public authority's statutory gender equality duty.

We will seek to ascertain the relevance of gender equality issues to specific procurement contracts.

Information, Performance and Evidence

A wide range of data is already collected detailing the gender profile of students and staff. Student gender data is analysed comprehensively with regard to attainment. There are, however, other analyses that may not have previously been scrutinised. In fulfilling the Gender Equality Duty we will be seeking to analyse this data for its wider implications. The local authority does collect gender profile details of staff and, where appropriate, the school will use this data to help it to redress any apparent inconsistencies highlighted.

Gender effects on student achievement

Learning opportunities are available to young people of both sexes. Data will be collected and analysed on links with colleges for placements and work experience places. The school has identified a gender bias towards careers of young people and have implemented a plan to improve career guidance for young people.

Employing, Promoting and Training Staff

The local authority already collects a wide range of information about the effects of its employment policies and practices. Mechanisms used to gather information include:

- Recruitment monitoring
- Workforce personal data audits
- Employee surveys
- Employees with disabilities group.

In relation to employment the local authority has collected and published data on recruitment (at application, short listing and appointment stages) and the make up of the workforce showing those who have indicated that they have a disability. This is published annually in the Directorate of Children's Services Annual Report of Equality and Diversity.

Race relations legislation requires a wide range of employment data to be published. Some of this is already done for school staff including:

- The numbers of – Employees in post, and applicants for employment, training and promotion, from each group
- The numbers of employees from each group who:
 - Receive training
 - Benefit or suffer detriment as a result of its performance assessment procedures
 - Are involved in grievance procedures
 - Are the subject of disciplinary procedures
 - Cease employment with the School

The local authority already publishes this data by gender profile and this school will be looking at the profile in its own workforce and considering if there are any areas that may require further attention.

The local authority is carrying out a comprehensive personal data re-audit of its entire workforce, which includes staff employed in schools. This is the most wide ranging survey of the workforce that has ever been undertaken in Dudley and it's expected that from the profile this initiative is designed to provide valuable information gained about issues that could have a gender element in them which has not yet been highlighted.

The local authority will use the information it gathers about employment to establish a baseline in areas where it does not already collect this information and trends where information already exists. This information will be analysed on a regular basis and performance indicators will be used to compare the Dudley's position with other local authorities. Where the information indicates that Dudley compares poorly with other authorities, or where negative trends or barriers are apparent, the Directorate will share this information with schools and will examine ways to address the situation.

Senior Member of staff Responsible: Miss Jayne Aston, Assistant Headteacher

Designated Member of Staff: Mr Steve Hadgett, SENCO

Race Equality

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 Dudley's diverse community. We view ethnic and cultural diversity as enriching the school community and wider society. School staff strive to promote this view. The school welcomes its duty of care towards students and staff so they may develop their abilities and feel comfortable within themselves and respected by others within the school community.

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.

Race Equality – some definitions

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
- Picking on people

Racial harassment is unwanted conduct of a racial nature or other conduct based on race affecting the dignity of people in school. Racial harassment is often extremely unpleasant for those who are its victims. Living in a state of permanent anxiety can destroy people’s self-confidence, their powers of concentration, their health, their peace of mind, and their trust in other people in school. Racial harassment has damaging consequences for the school as a whole. It sows divisions and poisons the atmosphere for everyone.

Racial harassment may be deliberate and conscious but it can also be unintentional with perpetrators oblivious to victims’ feelings and sensitivities. Absence of malign intention may be accepted as an explanation for the behaviour but it cannot absolve perpetrators of responsibility or consequences for it.

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.

Our Objectives – Race Equality and Good Relations

This school will work with all stakeholders, students, 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 students 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.

Race Equality – Other Policies

It is essential that race equality underpins all our policies. The different circumstances and differing needs that may affect individuals because of their racial background need to be taken into account to avoid the risk of bad practice and the possibility of racial discrimination through ignorance. Those monitoring and reviewing school policies and those contributing to these processes for local authority policies must bear in mind the question: does this policy and this way of doing things guarantee the same level of service to the people affected irrespective of their racial background? If the answer is ‘no’, then measures must be taken to improve policy and practice.

Race Equality Strategy

Student Attainment and Progress

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

- Monitoring the progress of ethnic minority students against their previous attainment in SATs and NFER tests, and comparing this with the progress of other students 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 students 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 students
- Identifying any areas of work or stages where students are not doing well, and setting targets for improvement
- Providing guidance or mentoring for ethnic minority students 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

Curriculum Content

We believe student'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 students and that they address ethnic minority issues and interests throughout the curriculum
- Ensure that curriculum content informs students 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 option choices and careers guidance encourages ethnic minority students to consider the widest range of opportunities including the full range of post-sixteen options and avoid stereotyping students career choices on the basis of their ethnic background
- Take steps to ensure that ethnic minority students do not suffer racism or discrimination during their work experience and make sure that placements are given without bias
- Ensure that students are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping
- Work consistently to ensure that students have the understanding of and skills required to deal with this behaviour

Learning and Teaching

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

- Where appropriate, adapt teaching styles to suit students' learning styles
- Ensure that all staff know how to help students whose first language is not English to improve their communication skills in English
- Make sure that all students have equal access to classroom and other school resources
- Encourage students 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 result to ascertain any specific learning, resource or support needs for ethnic minority students
- Identify any bias found in teacher assessments or reporting on ethnic minority

Pastoral Care and School Ethos

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

- Foster cultural awareness and mutual understanding and respect between students from different ethnic backgrounds
- Expect all students to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between students from different ethnic backgrounds
- Ensure that all staff have an understanding of the culture and needs of ethnic minority students, their families and their communities
- Expect all staff to help foster a positive atmosphere of mutual respect and trust among students 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 students, 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 students' 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 students
- 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 students' 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 students from different ethnic groups in extra-curricular activities and consult and involve students in modifying or adding activities if there are found to be deficiencies in the provision
- Where appropriate, use older ethnic minority students as role models for younger students
- 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 and involve senior staff, and staff with specialist knowledge in the area of race equality

Student Attendance, Behaviour, Discipline and Exclusion

This school endeavours to make sure those students 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 students 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 students or groups of students
- Respect the right of students 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 group to ensure they are used fairly and equally with students, 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
- Monitor exclusion by ethnic group; investigate any disparity in the rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives

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. It is important to understand that because of racism a particular dimension is added to everyday teaching and the management of students' behaviour. Staff must be alert in order to recognise a 'race dimension' on issues
- Endeavours will be made to ensure that from the earliest opportunity students are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to a member of staff 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 students 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 to racist incidents

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 students' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, students 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 monitor that ethnic minority staff have equal access and involvement in training and development opportunities.

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

- Students 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

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 students who are growing up to take their place in a multicultural, multi-ethnic society.

Policy Breaches

This policy expects all students 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. Racist behaviour makes people feel distressed and uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be racist. If witnesses believe, with good cause, that a racist action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where racism is not tackled.

Where students are perpetrators, they will be subject to the schools disciplinary procedures. The extent of the sanctions will depend on the severity and persistence of the racist behaviour. Serious offences are likely to result in exclusion. They will also be required to work through tasks that will help them to consider the impact of their actions to help prevent re-offending. Their parents are likely to be informed and invited to the school to discuss the incident. Students who are victims will be kept fully informed about the investigation process and supported through the school's pastoral support system.

All 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 student perpetrator will be dealt with as described above. Persistent racist behaviour towards a member of staff will be dealt with severely. A visitor or parent/carer against whom a member of staff lodges a complaint of racist behaviour will be contacted by the headteacher and an apology sought with the assurance that the behaviour will not be repeated. Steps will be taken to ensure that the member of staff does not come into contact with the person against whom the complaint was lodged, unless by agreement. If the racist behaviour continues legal action will be taken to prevent the parent or visitor coming into school.

Where 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 they will be asked to leave the premises and police support will be summoned if necessary. If visitors are representing a company or an outside agency, the visitor's action will be reported to the company or agency. Where parents or visitors to the school are victims the school will apologise and seek to heal the damaged relations, dealing with student or staff perpetrators as described above. Where Governors exhibit racist behaviour an apology will be sought. If the racist behaviour continues, or is repeated, they will be asked to resign or will be removed from office by the procedures within the legal framework covering school governance.

In all cases racist behaviour should lead to an assurance that the behaviour will not be repeated, and reconciled.

Policy Monitoring, Reporting and Review

The school should be able to say how different curriculum areas and extra-curricular activities promote race equality and how it monitors the attendance, attainment and progress of students from different ethnic groups. The school should also be able to say how many racist incidents have occurred within a year and demonstrate consistency in how they have been handled and what the outcomes were. This monitoring information should be used to evaluate the policy and procedures at regular intervals, and recommend changes when something is not working well.

The policy will be reviewed annually by responsible staff. This will require scrutiny of student data, audits, and discussions with students, staff and parents/carers. A baseline of race equality indicators will need to be established in order to be able to assess the effectiveness of this policy in bringing improvements over time.

Improvements will be initiated as soon as feasible and a report on the effectiveness of the policy will be produced for staff and the school Governing Body. A report may be produced and shared with the local authority and partner agencies working with communities to promote racial equality.

Ellowes Hall Sports College

Accessibility Plan October 2012-15

Ellowes Hall Sports College – the present situation

- School was built in 1964
- Present buildings have narrow corridors
- 12 classrooms accessed by stairs internally
- 4 classrooms accessed by 4 flights of stairs
- 4 classrooms accessed by 2 flights of stairs
- An external site with no weather protection, several sets of stairways and several slopes
- It presents major difficulties for wheelchair access
- Few stairways are able to accommodate stair lifts
- Several areas can be reached by outside access:
 - Performing Arts Block
 - Sports Hall
 - Staff entrance
 - Disabled toilet (x block)
 - Sixth Form Block
 - Staffroom
 - Science Department
 - Learning Resource Centre
 - Reception & Administration Offices
 - Business Centre/humanities.
- Some areas would require extensive alterations to enable access:
 - Design Department
 - Humanities Department (upstairs)
 - Maths
 - Student Support Centre
 - Dining Room
 - Assembly Hall.

Since the last Access Plan there have been improvements to the site and there are now ramps for wheelchair access to buildings. Double doors have been built between the LRC and the hall to give access to the Hall for students/parents and visitors. This pathway still needs to be completed fully. The Sports Hall has been built which fully meets DDA requirements. The school reviews its disability list each academic year and caters for the needs of students with specific disabilities.

1) Increased access to the curriculum for disabled students

Targets	Strategies	Timeframe and costs	Success criteria
To ensure that lessons provide opportunities for all students to achieve	<p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Children work in a range of ways – individuals, pairs, groups and whole class</p> <p>Interactive whiteboards are used appropriately to involve all children.</p> <p>Specific staff training for support staff and teaching staff dealing with children with difficulties ie: Training to support classroom assistant working with a hearing impaired child.</p> <p>Staff regularly informed about needs of students on the disability list, not just SEN students.</p> <p>Mrs Beddow now oversees the first aid and informs staff of any medical issues and concerns of students.</p>	ongoing	<p>Lesson monitoring shows that the pitch of lessons is appropriate in most classes</p> <p>This monitoring will continue.</p> <p>Individual staff undertakes training as appropriate.</p> <p>Lessons to meet the needs of all students and improved results for students on the disability list.</p>
To ensure all students take part in physical activities	All students do PE on the curriculum. PE staff informed of any students with specific needs. Support is given to these students for PE if necessary.	September 2012 onwards.	All children to take part in PE lessons
School visits are accessible to all children irrespective of attainment or impairment	<p>Additional Support Staff are used to ensure that all children are able to access school visits. School will fund students unable to afford a visit if it is curriculum based.</p> <p>Staff trained to prepare for school trips with disabled students.</p>	<p>Ongoing</p> <p>Ongoing - in new staff development meetings each year. Regular updates throughout the year for individual students.</p>	All children within the class participate in the visit.
School inclusion policy ensures that the needs of all individuals are met to the best of the schools ability	Continued development of a range of inclusion strategies at Ellowes Hall involving multi-agency approaches.	Ongoing	There is a wide range of strategies and support for all children facing inclusion difficulties.

2) Improvements to the physical environment of schools to increase access to education and associated services at schools

Targets	Strategies	Timeframe and costs	Goal achieved
To provide wheelchair access to the main hall for disabled students, parents and visitors to the school.	Pathway built from double doors in the quadrangle eating area, leading down into the hall. In time for this to be covered when funds available.	To be built when funds available.	Disabled access to the hall.
To provide toilet facilities for physically disabled students/parents/visitors.	There is a disabled toilet available in the X block. There are also facilities in the new sports hall. The school needs to provide a disabled toilet in the main school for students/parents/visitors to the school. Space is limited but an ideal place would be by the existing toilets by the staff room. This would enable access during performances, presentation evenings etc	To be built when funds available.	<i>Easily accessible disabled toilet.</i>
To provide hand rails for visually impaired and physically impaired students.	There are some rails but some need to be replaced on the stairs.	Ongoing.	All stairs with repaired rails.

3) Improvements in the provision of information for disabled students

Targets	Strategies	Timeframe and costs	Goal achieved
To provide information that is accessible and easily understood by all.	<p>School information is written in easily understood language.</p> <p>The School Office staff will support and help parents to access information and complete forms for them.</p> <p>Parents of children with EAL are spoken to individually and children may be used as translators.</p> <p>Provide a signer for our hearing impaired parents at Parents' Evenings and presentations.</p> <p>To provide a hearing loop in reception/hall.</p>	<p><i>September 2012 onwards</i></p> <p><i>JA to investigate and cost.</i></p>	<p>All parents to be able to access school information.</p> <p>All parents to be know that the staff within the school office will be able to help and support them, and to use this service when needed.</p>

To provide information that is accessible and easily understood by all.	Maintain and further develop the school website which meets accessibility requirements and is accessible to all.	September 2012 onwards.	School website and ELLO to be accessible and available to all users.
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Reviewed: October 2012

Next review: October 2015

Ellowes Hall Gender Equality Policy

Targets	Strategies	Timeframe and costs	Goal achieved
To ensure that all students' voices are heard	School Council input Student questioning	Ongoing	Update information gathered for the action plan.
Identify any gender inequalities from data	Analysis of: Student achievement. Admissions, transitions, exclusions. Employing and training staff. LEA information (recruitment monitoring, workforce personal data audits, employer surveys, employees with disabilities group).	Ongoing	Inequalities identified quickly and acted on.
Reduce the attainment gap between males and females.	No gender bias in curriculum taught or in material used. Students consulted over curriculum design and subject choices. Identify areas with large difference in male and female performance.	Ongoing	Reduced gap between males and females in identified subject areas.
Ensure that all students can participate in extracurricular activities and that through extra curricular activities gender stereotypes are challenged.	Question students about extracurricular activities to inform plan.	Spring term 2013	Equal participation in extracurricular activities.
Encourage students to consider alternative routes to traditional gender specific careers they choose.	All year 11 to be shown equality in jobs DVD in PSE lesson. Students also work on www.works4me.org.uk . Role models to talk to students in school. Displays around school to promote gender diversity. Work with GERI project, Women and Equality work pack for schools, WISE campaign. Continue to teach the importance of challenging stereotyping in all areas of school life. Subject areas and careers promoting more challenging aspirations for both genders.	Ongoing	More students considering alternative routes in education and improved performance in subjects.

<p>To ensure that neither sex is disadvantaged by the school's decisions and activities.</p> <p>To identify where the school can promote equality of opportunity between boys and girls and men and women.</p>	<p>Impact assess policies:</p> <ul style="list-style-type: none"> Curriculum Uniform Bullying Every Child Matters National Healthy School status Admissions Discipline Sports Careers/Work Experience 	<p>Over a three year period and then new policies done as they are written.</p>	<p>No gender is disadvantaged.</p>
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Reviewed: October 2012

Next review: October 2015

Elloes Hall Race Equality Plan

Targets	Strategies	Timeframe and costs	Goal achieved
Consult stakeholders to identify any issues since the last Race equality survey	School Council input Parent survey Student questioning	2013 Spring term	Update Information gathered for the action plan.
Identify any race inequalities from data	Analysis of: Performance of students of different race. Admissions, transitions, exclusions. Employing and training staff. LEA information (recruitment monitoring, workforce personal data audits, employer surveys, employees with disabilities group).	Ongoing	Inequalities identified quickly and acted upon.
Improve school community awareness of other races	To continue with global links and community cohesion work. Activities and trips offered to improve awareness of other races and communities. Display work to reflect different races.	Ongoing	No racial tension in school.
To ensure that any race is not disadvantaged by the school's decisions and activities. To identify where the school can promote equality of opportunity between boys and girls and men and women.	Impact assess policies: Curriculum Uniform Bullying Every Child Matters National Healthy School status Admissions Discipline Sports Careers/Work Experience	Over a three year period and then new policies done as they are written.	No student is disadvantaged.
Identify any racial inequalities from data	Analysis of: Student achievement. Admissions, transitions, exclusions. Employing and training staff. LEA information (recruitment monitoring, workforce personal data audits, employer surveys, employees with disabilities group).	Ongoing Put information in annual report to the governors.	Inequalities identified quickly and acted upon.

<p>Ensure that all students can participate in extracurricular activities and school visits.</p>	<p>Question students about extracurricular activities to inform plan.</p> <p>Analysis of students attending school trips.</p>	<p>Spring term 2013</p>	<p>Equal participation in extracurricular activities and school visits.</p>
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