



Court Lane Infant School Equality and Accessibility Objectives

Statutory duties must be followed in relation to equality. The legislation that underpins this are primarily: The Race Relations (Amendment) Act (2000), the Public Sector Equality Duty (PSED), Disability Equality Duty (2005) and the Equality Act (2010).

Through the Equalities and Accessibility Plan (outlined below) we shall be ensuring that all people are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all of Court Lane Infant School Community to enable this to happen.

Information gathering

Court Lane Infant School collects information from the community through the use of questionnaires, consultations/ surveys, discussions, forums and informal conversations. Details will be taken from new intake of pupils and their families and when new staff and governors join the school.

We will analyse attainment and attendance data in school and also attendance data of extra-curricular clubs. All questionnaires and forms will detail the need for the information and its nature

The information gathered will be on the following themes:

- The level, if any, of the disability of the stakeholder
- How the individual is accepted within the school community
- Encouragement of disclosure through confidential means
- How the school uses this information to ensure inclusivity of its members

Setting the main priorities and actions through to implementation

The information gathered will inform the main aspects of the plan to ensure equality for all. This will include setting the main priorities for the school and deciding on the key actions that will be implemented as a result.

As there are very small proportions in protected groups (other than gender), it has been decided that it is reasonable to not be expected to consult all groups all of the time. Our Governing Body has representatives of staff, parents, local authority and members of the local community.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all that the school does. The actions should have clear time frames and be monitored by a named governor and / or working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

Assessing the impact of the policy through the use of the plan

The Governing Body will meet to ascertain how this plan is progressing and its impact on the stakeholders they are intended for. This will be carried out through Governor meetings and discussions with individuals or groups for whom the schemes are designed. The impact will be reported through the mechanisms outlined above.

Equality Objectives For Court Lane Infant School

Promote equality of access and opportunity between people.

Objective	Actions	Success criteria	Timeline	Evaluation
1. By the end of the academic year 2017 to diminish the difference between the attainment of the disadvantaged to non disadvantaged pupil group at the End of Key Stage 1 2017 and in the 2017 phonics test.	<ul style="list-style-type: none">• Pupil Premium champion to analyse achievement data and ensure interventions are effective to improve achievement of disadvantaged pupils.• Provision provided for disadvantaged pupils appropriate to need.	<ul style="list-style-type: none">• Difference between disadvantaged and on disadvantaged group diminished	<ul style="list-style-type: none">• Data analysis December 2016, February 2017 and July 2017.	
2. By the end of the academic year formulate a prioritised action plan with the outcomes of the DDA audit, to ensure there are no access barriers for the school community.	<ul style="list-style-type: none">• DDA audit• Formulate prioritised action plan as an outcome of audit.• Action high priority aspects of the audit by the end of the academic year 2017	<ul style="list-style-type: none">• No barriers to access the school community including grounds and building.	<ul style="list-style-type: none">• DDA audit Spring 2017.• Action plan in place by Summer 2017	DDA audit not completed during this academic year, scheduled for Spring 2018.

Eliminate discrimination, harassment and victimisation.

Objective	Actions	Success criteria	Timeline	Evaluation
<p>By the end of the academic year 2017 all staff will feel confident with their responsibilities as detailed in the Prevent Duty with particular regards to those individuals who may be vulnerable as an outcome of having a protected characteristic.</p>	<ul style="list-style-type: none"> • Train all staff to recognise radical and extremist ideology and how vulnerability, as an outcome of having a protected characteristic, can impact on this. • Train all staff in how to respond effectively with regard to the Prevent duty and channel procedure. • Develop an increased awareness of British values, particularly tolerance, within the school community • Promote respect and tolerance through participation in National events such as Deaf awareness week, Children in Need. 	<ul style="list-style-type: none"> • Robust known reporting procedure. • Staff confident in explaining their role and duties with regard to the Prevent Duty and Channel. • British Values including tolerance and respect evident with the whole school community. 	<ul style="list-style-type: none"> • February 2017 • February • July 2017 	<p>Staff received training on Prevent and understand their duty to report and how they do this.</p> <p>British Values developed throughout the year and part of curriculum planning, children also have an increased awareness of British Values and have experienced activities involving these.</p> <p>Children in Need, Portsmouth Foodbank.</p>

Foster positive relations between people.

Objective	Actions	Success criteria	Timeline	Evaluation
<p>To increase collaboration throughout the Court Lane School community and other organisations, throughout the 2016 2017 academic year to develop learning for all.</p>	<ul style="list-style-type: none"> • Collaborative opportunities grasped throughout the year with the Trust, Court Lane Junior School, local churches and the wider community. • STEM week – utilising expertise of those in the community. • Locate opportunities for further networks that will contribute to the development of learning. 	<ul style="list-style-type: none"> • Increased opportunities to support learning across the curriculum and engagement in the wider community can be evidenced. • Evidence of increased opportunities for staff to network to develop their skills and knowledge. 	<ul style="list-style-type: none"> • Ongoing through 2016 2017 • Ongoing through 2016 2017 	<p>Collaborative CPD opportunities. Local church visit,</p> <p>STEM week enabled skills of community to be used and developed children's knowledge of a range of aspects relating to this.</p> <p>Portsmouth Education Partnership, Challenge Partners.</p>
<p>To ensure positive interactions between all members of the school community.</p>	<ul style="list-style-type: none"> • Managing aggression policy established. • Training for staff on managing aggression. • Raising awareness within the school community of the expectations that will be tolerated within and around the school 	<ul style="list-style-type: none"> • All people within and around the school are valued and treated with respect. 		