

Watford Field School Infant and Nursery

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**Our Mission Statement is:
“Nurturing all to aspire to achieve”**



School Equality Scheme and Accessibility Plan 2015-2018

Adopted by the Governing Body:

School mission and Aims

The school mission statement and aims are at the heart of our school life at Watford Field School Infant and Nursery: ***“Nurturing all to aspire to achieve.”***

Purpose

This scheme is required to ensure that the school complies with equality legislation. The school recognises that it has to make special efforts to ensure that all groups prosper, including those: with special educational needs; who have difficulties in accessing the school’s facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who, as children, are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; who suffer with low parental support or different parental expectations; have emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

Social Context

We understand that despite thirty years of individual legal rights to equality there is still widespread discrimination and persistent inequality. Many groups and both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

School Values (Image of the child)

At Watford Field School Infant and Nursery we have a set of core values which underpins the work of the school and how we treat each other. We believe these core values are central to success and to life-long learning:

- Know and understand what it means to belong and feel safe and secure in any situation
- Learn to do things for themselves and help others
- Show respect for themselves and treat others as they would like to be treated
- Have the confidence to communicate wants, needs and feelings and express them in the right way
- Challenge themselves, have a go and learn from experiences
- Be eager to learn, never give up and aspire to achieve

Principles:

We support and promote the views that:

- people’s ability to achieve their potential is not limited by prejudice or discrimination.
- there is respect for and protection of each individual’s human rights
- there is respect for the dignity and worth of each individual
- each individual has an equal opportunity to participate in society
- there is mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

Watford Field School Infant and Nursery Context

Field Infant School is situated in the centre of Watford. It is a community school and caters for pupils between the ages of three and seven. There are currently 235 pupils on roll, including 37 part-time Nursery pupils. Of the 115 pupils who are of compulsory school age (year 1 and 2), 36% are of white

ethnicity, and 13% are Pakistani. The remaining pupils represent a variety of other ethnic groups. 49 pupils have English as an additional language, and their main home languages are Urdu and Polish. The breakdown of religions within the school, including nursery are 30% Christian, 29% Muslim, 8% Hindu and the remaining 33% is a mixture of other religions. A total of 35 pupils are on the school's special educational needs register, including 5 Nursery pupils. This figure represents 14.8% of the school population. Three children currently has an Education, Health and Care Plan. The school has 31 children on the Pupil Premium register. This figure represents 13.1% of the school population. The school draws most of its pupils from the local area, and their socio-economic circumstances are mixed.

Pupils' attainment on entry to the Nursery and Reception classes is below average in terms of language development, although pupils have good levels of personal and social skills. The school admits pupils into the Nursery and Reception classes at the start of the autumn through one intake.

Legal Background

The General duty under the Equality Act 2010

In accordance with our school values, we welcome the statutory Equality Duties. The purpose of this scheme is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimization and any other conduct that is prohibited under this act.
- **Advance Equality of Opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The specific Duties under the act enable schools to meet their obligations under the Public Sector Equality Duty [PSED]:

The Specific Duties require the school to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty [PSED] set out in clause 149 of the equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty:

The equality act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- Age
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast-feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

At Watford Field School Infant and Nursery we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three. In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to equality, the greater regard we will pay to it.

The Specific Duties

We welcome the responsibility to think and act more strategically about equality and accessibility. To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we have prepared, published and implemented, and will maintain, an Accessibility Action Plan which contains our current objectives for both equality and accessibility. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting equality
- Publish and implement the Accessibility Action Plan with our proposed objectives and actions – see Appendices

Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality Policy and Accessibility Action Plan. In addition:

The school governors are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews an Equality Scheme and Accessibility Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

The Headteacher works with the SLT (Senior Leadership Team) to ensure that –

- the Policy and Accessibility Action Plan are implemented
- staff recruitment, training opportunities and conditions promote equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Equality Duty
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
- incidents of bullying or harassment, based on race, sex, disability, religion or belief, age or sexual orientation are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Equality policy and Accessibility Action plan

All staff have a responsibility to deal with incidents of harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

We believe that, even having the legislation detailed above, there is still widespread discrimination and inequality in society. We believe that having this equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that many groups can suffer from stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

Breaches of the Equality Scheme and Accessibility Plan

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues come to the attention of the school these will be dealt with according to our child protection procedures.

Implementation:

In the context of school self-evaluation we will:

- Review and revise existing policy and practice to ensure that equality is actively promoted across the school.
- Develop policy and practice to eliminate racial discrimination and harassment, including an active approach to countering bias and prejudice.
- Monitor systematically provision and outcome.
- Evaluate the effectiveness of the implementation of our race equality policy and procedures.
- Take steps to ensure staff is trained and confident in challenging racism and in promoting race equality, including the recognition of pupils' cultural heritage and language profile.

The Curriculum:

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

- Our library, reading books and other resources contain positive images of people with disabilities.
- The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. SEN Support Plans (SSP's) are effective and manageable.
- We seek and respond to guidance from the parents/carers and the children.

Staffing employment, recruitment and retention:

We comply fully with legislation which protects our staff (including teachers, learning support assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people and sexism.

Monitoring and review – Impact Assessment:

Commitment to review and publish: The school Equality Scheme and Accessibility Action Plan will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

We will:

- **Report on progress annually and set further objectives where necessary:**
- **Review and revise the Scheme. Equality objectives (as part of the Accessibility Action Plan) at least every four years.**
- **Set targets for race equality, addressing specific issues relevant to the school context in the School Development Plan**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions
- attendance;
- attainment;
- exclusions;
- rewards and sanctions;

- parental and pupil questionnaires.

The governing body has a named governor with responsibility for all equality matters. It is this governor's responsibility to;

- keep the governing body informed of any new regulations
- to ensure that the school regularly reviews its processes and procedures.
- also to liaise with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The Head Teacher;

- implements the school's equality scheme on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- reports to governors annually on matters regarding disability discrimination.

Consultation:

This policy has been drawn up in consultation with governors, staff, pupils, parents and members of our local community. These consultations have contributed to developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful discrimination and harassment and to promote equality. We will continue to seek feedback from stakeholders through meetings, questionnaires and maintaining an open door policy.

We are willing to support parents who need any policies translated.

We will continue to develop awareness of what constitutes unlawful discrimination and harassment, and of the need to eliminate this and to promote equality:

Parents and the wider community

Active steps will be taken to involve ethnic minority parents, including as appropriate:-

- if requested the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports
- the use of interpreters at parents consultation evenings, annual reviews, preparation for transition and PSP meetings
- active recruitment of such parents as classroom helpers, mentors and school governors.

The school seeks actively to work in partnership with local minority ethnic community organizations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We will promote the community's access to school facilities.

The school operates equality of opportunity in the following ways:

Monitoring Pupil Achievements:

We will collect group and individual data on attainment, based on the national population census ethnic categories, as used in Hertfordshire. We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning (including responses to diverse language and cultural needs)

Pupils' Attitudes, Values and Personal Development

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning:

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non-stereotypical and reflect the multi-ethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

Commissioned Services:

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

Commitment

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Attendance, Exclusion and Behaviour

1. The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Pastoral Support Plans (PSP) and teachers' rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
2. Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
3. We will monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
4. Understanding pupils' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
5. The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
6. Reintegration strategies are culturally inclusive and responsive to pupils' ethnic and cultural background.
7. The school recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.
8. Provision is made for pupils who are on leave for religious/cultural reasons.

Appendix 1

DISABILITY EQUALITY STATEMENT

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement. The following steps have been taken to secure this involvement:

- Local organisations for disabled people have been approached for their comments;
- Disabled members of staff have been involved in the group devising this statement;
- Parents of disabled children attending the school have been asked to contribute;
- The school has had regard to the Local Authority protocol

Impact Assessment

We are aware that any statement must be backed up by action. In this initial stage we will:

- During the period that this statement remains in force we will review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- We will collect and analyse relevant statistical information see appendices.
- We will examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- We will make appropriate reports appendices.
- We will introduce an equality assessment on new developments

Information

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- Performance data for significant groups and minority groups including disabled and BME children;

Use of Information

- The information collected will be reported to the appropriate Governors' Committees;

- It will be taken into account in decisions regarding staffing, curriculum and premises development;
- It will form part of the monitoring and evaluation by subject leaders and be reported in their annual report that informs the School Development Plan.

Appendix 2:

Our School's Equality Objective information:

Our objective will be SMART (Specific, Measurable, Achievable, Relevant and time-limited:

Our equality objective was chosen after considering which objective would have the greatest impact on improving the equality of opportunity that we offer our students and data analysis highlighting a specific need for this identified group:

Appendix 3
SCHOOL ACCESSABILITY ACTION PLAN 2014-15

Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded**, and **what has not been achieved**

Equality Strand	Action	Lead Person	What are the timeframes?	Intended outcome/target
To develop a range of teaching and assessment strategies to promote learning for EAL pupils.				
Ethnicity and Race	Devise and implement a robust 'New to English' tracking system for language development	EAL Co-ordinator	Spring 1 2015	Baseline in place for all EAL and BME children Tracking system in place and understood by all staff.
Ethnicity and Race	Training for all staff in baseline assessment of 'New to English' children and how to support new starters and their families	EAL Co-ordinator	Spring 1 2015	Training taken place for all staff on the new language assessment and strategies identified to engage with EAL parents
To encourage children to express themselves effectively in a range of situations communicating their ideas and thoughts coherently.				
All	Provide more opportunities for children to feedback their thoughts, ideas and feelings through School Council Meetings	PSHE Co-ordinator	Spring 2 2015	School feedback on pupil voice
To review the school's behaviour policy and anti-bullying policies.				
All	Meet with Governors to receive feedback from training attended Summer 2014 in relation to anti-bullying and procedures	HT	Autumn 1 2014	Policies adapted in line with new legislation
All	Consult with staff team and governors in effectiveness of behaviour policy in relation to the school values and ethos	HT	Autumn 1 2014	Review of behaviour policy, rewards and sanctions reflect school ethos and values and effective practice.
All	All staff using relevant paperwork correctly. Records being kept of hurtful incidents	HT All staff	Autumn 1 2014	Staff are correctly using paperwork.

To develop stronger links and involvement with parents				
Disability	Develop SEND parent's workshops using early literacy skills pack.	SENCo	Spring 1 2015	Increased attendance from parents Additional workshops and coffee meetings for SEND parent's.
All	Develop Early Years parent's workshops using early literacy skills pack. (initial focus on children receiving the Wellcomm intervention)	SENCo	Spring 2 2015	Good attendance of initial workshop Follow up workshops for other groups of reception children.

SCHOOL ACCESSABILITY ACTION PLAN 2015-16

Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded**, and **what has not been achieved**

Equality Strand	Action	Lead Person	What are the time frames?	Intended outcome/target
To continue to develop a range of teaching and assessment strategies to promote learning for EAL pupils.				
Ethnicity and Race	Continue to use the 'New to English' assessment to track, monitor and inform interventions to support those children who are new to English.	EAL Co-Ordinator	Autumn term: New to English children identified by class teachers and assessed. Termly: Assessment against criteria for each children Meetings with the EAL co-ordinator New children arriving at the school assessed	All new to English children assessed termly and support appropriately through quality first teaching and EAL interventions. All new to English children to make at least 2 steps progress during the academic year.

Ethnicity and Race	Continue to develop EAL and BME intervention groups to support the children in learning and developing their use of English within the curriculum and in social situations: EYFS: EAL support groups KS1: EAL conversation groups and EAL concept groups	EAL Co-Ordinator	Autumn term: EAL Co-ordinator to work with bi-lingual TA to identify children who require additional interventions. EAL Co-Ordinator to plan for interventions and bi-lingual TA to implement. Termly: Assessment of interventions to inform future planning Meetings to discuss interventions and any adaptations needed.	All EAL children are able to interact and participate in whole class teaching situations, small group interventions and social situations with their peers. All EAL children to make at least 2 steps progress within reading and writing.
To ensure staff are up to date with current national safeguarding issues				
Religion and belief	All staff to complete the Prevent training and have a basic understanding of radicalisation	HT	Spring term 2016	All staff are aware of radicalisation and the signs to look for. All staff are aware of procedures to follow
To review and update the schools behaviour policy in line with training.				
All	All staff to attend Hertfordshire Steps training	SENCo	Spring term 2016	All staff are equip to deal with situations where physical interventions are needed
All	In consultation with staff team and governors to look at the behaviour policy to be updated to include Steps training.	HT/SENCo	Spring Term 2016	Review of behaviour policy, rewards and sanctions reflect school ethos and values and effective practice.
All	All staff using relevant paperwork correctly. Records being kept of hurtful incidents	HT All staff	Ongoing	Staff are correctly using paperwork.

To ensure all children with medical and disability needs are kept safe				
Disability	<p>All staff to be given basic training in:</p> <ul style="list-style-type: none"> • Sickle Cell • Diabetes • Asthma • Duchenne Muscular Dystrophy • Periodic Fever Syndrome 	SENCo	Autumn Term 2015	All staff are aware of the children with these condition. All staff understand the trigger points or signs to watch out for. All staff are aware of adults these children need to be taken to in case of an emergency.
Disability	<p>Specific staff receive detailed training for the administration of insulin injections (diabetes)</p>	SENCo	Autumn Term 2015	Key adults are trained to enable BGL and insulin to be administered at specific points during the school day. Protocols displayed in key areas of the school.
Disability	<p>Funding to be researched and applied for on a yearly basis to ensure those children with medical needs and disabilities receive the correct support during the school day.</p> <ul style="list-style-type: none"> • NHS funding • ENF (exceptional needs funding) 	SENCo	Termly	Those children with needs that are able to receive funding have additional adults to support them.

SCHOOL ACCESSABILITY ACTION PLAN 2016-17

Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded**, and **what has not been achieved**

Equality Strand	Action	Lead Person	What are the time frames?	Intended outcome/target
To continue to develop a range of teaching and assessment strategies to promote learning for EAL pupils.				
Ethnicity and Race	Continue to use the 'New to English' assessment to track, monitor and inform interventions to support those children who are new to English.	EAL Co-Ordinator (BM)	<p>Autumn term: New to English children identified by class teachers and assessed.</p> <p>Spring Term: Staff meeting to highlight first quality teaching, 'New to English' assessment and Proficiency in English for all staff.</p> <p>Termly: Assessment against criteria</p>	<p>All new to English children assessed termly and support appropriately through quality first teaching and EAL interventions.</p> <p>All new to English children to make at least expected progress and or working at or above ARE.</p>

			for each children Meetings with the EAL co- ordinator New children arriving at the school assessed	
Ethnicity and Race	Continue to develop EAL and BME intervention groups to support the children in learning and developing their use of English within the curriculum and in social situations: EYFS: EAL support groups and concept cat KS1: EAL conversation groups and EAL concept groups	EAL Co- Ordinator (BM)	Autumn term: EAL Co- ordinator to work with bi-lingual TA to identify children who require additional interventions. EAL Co- Ordinator to plan for interventions and bi-lingual TA to implement. Termly: Assessment of interventions to inform future planning Meetings to discuss interventions and any adaptations needed.	All EAL children are able to interact and participate in whole class teaching situations, small group interventions and social situations with their peers. All EAL children to make at least 2 steps progress within reading and writing.
Ethnicity and	Develop all teachers understanding if the new Proficiency	EAL Co-	Spring Term:	Teachers will be more

Race	in English level criteria. (Link to SIP Key Priority 2)	ordinator (BM)	Staff meeting to introduce and train staff in understanding and using the new grading.	confident and have a better understanding of the criteria and 'best fit' levels of proficiency for all the EAL children in their class. Teachers will use this information to inform their planning.
To ensure staff are up to date with current national safeguarding issues				
All	All staff to be up to date with CP and safeguarding policies and procedures, including how to complete relevant paperwork and next steps.	Head Teacher (AB)	Autumn Term In house training: 02.09.16 Staff meeting: (completing paperwork and next steps) 12.10.16 Level 1 Child Protection Training: 01.11.16	All staff are aware of all paperwork related to safeguarding in school. All staff are able to choose the correct paperwork and complete it correctly. All staff aware of the process that happens when a record of concern/hurtful incident is completed All staff up to date with their level 1 CP training
To ensure the displays around the school reflect all the religions of the children at the school.				
Religion and belief	New RE Co-ordinator to establish festivals and celebrations throughout the school and develop displays to reflect the variety/diversity of religions within the school. (Link to SIP Key priority 1)	RE Co-ordinator (SG)	Autumn term Identification of religious festivals and celebrations throughout the academic year	All children are aware of festivals and celebrations from a range of religions.

			Termly Changes to displays (linked to timetable)	
To ensure all children with medical and disability needs are kept safe				
Disability	Specific staff receive detailed training for the administration of insulin injections (diabetes)	Inclusion Leader (GH)	Autumn Term 2016 Diabetic training: 09.09.16	Key adults are trained to enable BGL and insulin to be administered at specific points during the school day. Protocols displayed in key areas of the school.
Disability	To continue to research funding and makes applications on a termly/yearly basis to ensure those children with medical needs and disabilities receive the correct support during the school day. <ul style="list-style-type: none"> • NHS funding • ENF (exceptional needs funding) 	Inclusion Leader (GH)	Termly	Those children with needs that are able to receive funding have additional adults to support them.
To encourage children to express themselves effectively in a range of situations communicating their ideas and thoughts coherently.				
All	Imbed the role of School Council within the school as an opportunities for children to feedback their thoughts, ideas and feelings. (Linked to SIP Key Priority 2)	PSHE Co-ordinator (JC)	Termly Regular meeting of School Council and HT Feedback through assemblies	Each class to have two Reps for School Council Record of meetings to be kept Children thoughts and feeling are heard and considered when making decisions
To develop a greater understanding of all children's learning characteristics and develop a 'growth mindset' approach.				
All	Ensure that all staff have a solid understanding of the Leuven Emotional Well Being and Involvement scales. (Linked to SIP target 2 and 3)	Inclusion Leader (GH)	Termly Completion of wellbeing and involvement screening by	Teachers have a better understanding of the Leuven scales. Teachers use the data to inform and intervene resulting in children having an

			<p>class teachers Data collected and analysed by Inclusion Leader. Reasonable adjustments made by class teacher as a result screening results and meeting with Inclusion Leader.</p>	<p>improved emotional state to enable them to access the curriculum and make academic progress.</p>
All	<p>Ensure all staff have a solid understanding of characteristics of effective learning in order to embed the ethos throughout the school. (Linked to SIP target 3)</p>	<p>Head Teacher (AB) Deputy Head (NS) Inclusion Leader (GH)</p>	<p>Autumn term: NS/GH to carryout baseline questionnaire to gather children's current attitudes and approached to learning. Spring term AB to lead INSET session in developing in depth understanding of the CoEL.</p>	<p>Teachers have an understanding behind the theory of Characteristics of Effective Learning and the impact it can have on children attitude and approach to learning.</p>

Appendix 4: Specific Areas – further details

1. Gender

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

It is unlawful to discriminate against someone on the grounds of being:

- Male or female
- Married or in a civil partnership
- Gender reassigned

The SDA makes it unlawful on grounds of gender to:

- Decide not to employ someone
- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references

2. Age

The regulations make it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees because of their age, or the age that they appear to be. The regulations allow for a normal default retirement age of 65.

These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

[Exemption

Treating people differently because of their age is only permitted following objective justification or in exceptional circumstances.

i.e. economic, health, safety welfare or training requirements of the job contribute to a legitimate aim – this can outweigh the discrimination...

NB Not OK to employ NQTs because they are cheaper or balance the school age profile BUT welcoming applicants from NQTs for a job is OK as long as the best person for the job is appointed – against clear criteria on the job specification.]

3. Disability

Watford Field School Infant and Nursery mission statement talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The DDA defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:

- Substantial (more than minor or trivial)
- Adverse
- Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected.)

The DDA also covers people who have cancer, MS, HIV/AIDS, who have had heart surgery, are on kidney dialysis, people with diabetes, stammer, dyslexia, mental health service users, and people with severe disfigurements and learning disabilities or difficulties.

Protection is not only extended to disabled people themselves, but also to those who are perceived to be disabled. The school is responsible for the behaviour of its staff towards any individual visiting or working on the school premises.

4. Race

At Watford Field School Infant and Nursery we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, except where to do so could promote racist behaviour or attitudes
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for isolated individuals of different ethnic groups

within the school

- Ensuring high expectations of all
- Ensuring representation of a wide range of heritages within our curriculum and school community
- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

5. Belief and faith

The Act makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees on the grounds of the person's actual or perceived religion, religious belief or similar philosophical belief.

The definition of religion and belief is wide enough to cover fringe and cult religions and a range of philosophical beliefs. A religion involves collective worship, a profound belief affecting one's way of life or view of the world, and a clear system encompassing those beliefs.

NB Jewish people and Sikhs also have protection from discrimination under the Race Relations Act. These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

The regulations make it unlawful on grounds of religion or belief to:

- Decide not to employ someone
- Dismiss them or make them redundant

- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references (written or verbal)

6. Sexual Orientation

The Act makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees on the grounds they are, or are perceived to be, gay, lesbian, bisexual or heterosexual. These regulations do not protect people on account of involvement in sexual practices, preferences or fetishes. Equally, an orientation towards children would not entitle a paedophile to protection under these regulations.