



Medina House School

SINGLE EQUALITIES POLICY

June 2016

Approved by FGB: _____

Signed: _____ Chair of Governors

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1 Document Information

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2	June 2013	Review following legal updates and review of equality objectives
3	June 2014	Annual update of equality objectives
4	June 2015	Annual update of equality objectives
5	June 2016	Annual update of equality objectives

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3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Medina House School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

At Medina House School we are committed to supporting our children and their parents and we will work in partnership to ensure that we make our services, inclusive and accessible for our learners.

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

Those responsible for co-ordinating the monitoring and evaluation of this policy are the headteacher, the governing board with support and guidance from the lead officer for equality and diversity. They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead member of the Governing Board responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

3.2 Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for Medina House School? In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, we would consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; (e.g our policies are fair and non-discriminatory as they have been widely consulted on, with staff, pupils, parents and governors as appropriate)

It remains the case that Medina House School is free to adopt a uniform policy and can require pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of a maintained school.

Medina House School is an exemplar of what can be done to support all pupils at the school ensuring that they access the curriculum in a way which supports their abilities. The school supports other schools with advice and guidance on how to support their pupils to ensure that they thrive in an inclusive accessible environment.

Current Government review of the Equality Act 2010 will require the school to include "caste" within the protected characteristic of race. (Updated May 2015).

4 Policy commitments

4.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, including augmentative provision;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council (which is representative of the whole range of needs within the school community), interview panels when recruiting, and through pupil perception surveys through which we seek their views, and where we can we take those views into account and try to action at least some of them.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and adhere to best safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to the Governing Board at every meeting and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

This school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, traveller are made to feel welcome.

5 Responsibility for the policy

In Medina House School, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Board has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable (please see Action Plan – section 6 page 10);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the Governing Body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Board providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up Medina House School. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to policies/procedures/ action plans etc.

6 Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Equality and Diversity training – LMT GB Whole Staff	Participation in the training Monitoring of the number of reported diversity incidents.	17/01/12 – LMT Meeting – training by LA Lead on E+D 13/3/12 – GB meeting - Training by LA Lead on E+D Whole school training for staff and GB in Summer Term delivered by LA Lead on E+D	Lead officer equality & diversity Lead Senior Teacher for E+D	From LMT training, all senior staff are now aware of expectations and one member of LMT has taken the lead on Equality and Diversity Refresher training to be delivered in Autumn15 for staff and GB
2	Develop monitoring procedures	Outcome data in key areas Updated list of annual policy reviews Achievement of SDP 2012/15	To design and implement procedures for capturing data in areas not already captured All information and outcomes to be stored in one place undertake equality impact assessments	Lead Senior Teacher for E+D/ SLT Lead Senior Teacher for E+D /GB/E&D Consultant	Clear evidence that assessment is informing teaching and learning – Increased awareness of levels achieved for all teachers and non-teachers Pupil progress meetings show good tracking is in place IEPs and Annual Reviews/Parents meetings/ end of year reports System in place to ensure EIAs are done prior to approval by GB

Medina House School Equality Objectives 2012 - 2015

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
3	<p>Promoting equality:- Curriculum</p> <ol style="list-style-type: none"> 1) The curriculum prepares pupils for life in a diverse society. 2) There will be opportunities in the curriculum to explore concepts and issues related to identity and equality; 3) The promotion of attitudes and values that challenge discriminatory behaviour and language; 4) The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles 	<ol style="list-style-type: none"> 1) All teacher's planning reflects accurate differentiation to ensure that all pupils make progress regardless of ability, gender, belief and race <ul style="list-style-type: none"> • Curriculum topics reflect a diverse society 2) <ul style="list-style-type: none"> • PSHE curriculum • Planned special events/assemblies reflect a diverse society • Materials eg reading book will reflect diversity 3) <ul style="list-style-type: none"> • Assemblies/SEAL and PSHE curriculum which promote positive attitudes • Devising school rules in conjunction with school council 4) <ul style="list-style-type: none"> • Appropriate resources available within classes and subject areas • Visitors recognise immediately the commitment to E+D <p>Achievement of SDP 2012/15</p>	<ol style="list-style-type: none"> 1) Twilight and coaching sessions provided by NLS in Spring 2B and Summer term. 2) When the curriculum is re-designed (to begin in 2012/13) all subject leaders to consider E+D. 3) <ul style="list-style-type: none"> • Revise Assembly grid to reflect range of E+ D topics • Collect evidence – photos/videos/ views of pupils – religious festivals and invited visitors • Improve accessibility to Assembly time by room change, format change, consistent approach. Sharing knowledge and experience from the community. 4) <ul style="list-style-type: none"> • Subject leaders and or other budget holders consider E+ D when ordering/auditing new equipment • Review display materials • Class teams auditing and promoting existing resources 5) <ul style="list-style-type: none"> • School rules now in place developed by pupils • Consideration of new curriculum whilst developing schemes of work 6) Inclusion of Equality and Diversity consideration in SoW 7) School Council development of anti bullying policy - Friendship rules. 	<p>Deputy Headteacher / SLT Subject Leaders</p>	<p>Successful Discover Europe Day – partnership with Isle of Wight College & Barton Primary School – all pupils experienced flight simulation to 4 EU destinations and then travelled to those places in 4 classrooms where they experienced food, dance and culture – Spain, Italy, France & Greece. All of the pupils studied the 4 countries prior to the days event.</p> <p>Successful cultural discover India Day. Activities included costume, cultural, food, religion, art, travel.</p> <p>Caribbean Day planned for Summer Term 15</p> <p>E&D is considered by subject leaders across the curriculum</p> <p>Assemblies reflect E&D</p> <p>E&D reflected in all aspects of school life from curriculum development, procurement, display materials, promotion of resources</p> <p>All areas of the school promote E&D, using non-stereotyped materials, reflecting a wide range of diversity and culture</p> <p>Clear curriculum provision in place to ensure PMLD pupils make progress, supported by staff attending training</p> <p>Curriculum review</p> <p>Review approach to reading and writing to establish common approach</p> <p>Introduce new EYFS and cascade to whole school to reflect statutory guidance whilst adapting appropriately for pupils' needs</p>

Medina House School Equality Objectives 2012 - 2015

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	<p>Promoting equality:- Achievement</p> <p>1. implementation of strategies and interventions that narrow the gaps in achievement eg for identified vulnerable groups</p> <p>2. Improvements in achievement levels for pupils with- all of whom have SEN</p>	<p>1)</p> <ul style="list-style-type: none"> • All pupils making progress against personal and key stage targets • Evidence of strategies related to specific needs eg behaviour plans/SLT programmes etc/Specialist equipment/resources <p>2)</p> <ul style="list-style-type: none"> • Data • Photo evidence • Appropriate resources purchased to improve progress • Challenging targets set <p>Achievement of SDP 2012/15</p>	<p>1)</p> <ul style="list-style-type: none"> • Audit existing ICT and implement new technologies in an accessible way to promote achievement • Explore possibility of long term loan of specialist eye gaze technology to ensure progress for most complex pupils • Review Behaviour plans and improve behaviour tracking to inform them <p>2)</p> <ul style="list-style-type: none"> • Staff meetings and CPD including support from NLS re target setting and pupil progress • Collaboratively designing planning and assessment tools • Reviewing IEP pro-formas • Consider pupil self assessment (from Summer '12 onwards) • Review reporting and recording procedures to ensure they reflect progress 	H/T and Deputy	<p>1)</p> <ul style="list-style-type: none"> • Vulnerable groups identified on an ongoing basis • Termly pupil progress meetings implemented to track progress for all pupils. Level of intervention required. • All pupils have IEP targets directly related to Annual Review objectives on a pro-forma which tracks progress throughout the year • Behaviour tracking in place through individual behaviour plans • Spring Term '12 demo of eye gaze equipment. Fully implemented across school. <p>2)</p> <ul style="list-style-type: none"> • Feb '12 – State of the art white room installed with latest technologies. Training update planned for June 2015 • Feb '12 I pads purchased for all classes. April 15 team training in use of supportive technology to aid pupil achievement and access. • Feb '12 – all computers in ICT suite upgraded allowing better accessibility • From Autumn Term '11 – challenging target set for all pupils. Ongoing targets set against UQ of NPG

Medina House School Equality Objectives 2012 - 2015

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	<p>Promoting equality:- Ethos and Culture</p> <ol style="list-style-type: none"> 1. Foster good relationships between all members of the school community, including pupil voice (through school council activities) 2. Promotion of a welcoming openness and tolerance by both staff and pupils 3. Provision is made to provide the cultural, moral and spiritual needs of all pupils 	<ol style="list-style-type: none"> 1) <ul style="list-style-type: none"> • Increased range of Pupil Voice activities throughout the school • Pupils feel that their views are valued • Pupils have ownership of own targets • Assessment for Learning in place 2) <ul style="list-style-type: none"> • All parents feel welcome • Parent questionnaires 3) <ul style="list-style-type: none"> • Pupils aware of diverse world we live in • Promotion through schedule of assembly • Promotion of E&D through SoW 4) <ul style="list-style-type: none"> • Parents supported with pampering sessions provided by college students • Training for parents • Makaton • Intensive interaction • Reading workshops • Pre-writing workshops • SEND – changes info to parents • Outreach work to other schools covering – accessibility, SEN, SEND, PMLD, Pre-writing and reading <p>Achievement of SDP 2012/15</p>	<ol style="list-style-type: none"> 1) Ensure school council represents the school community Ensure feedback is given to pupils eg following school council meetings and at the end of lessons Pupil questionnaires in the summer term Design differentiated pupil view pro-formas for Annual Reviews 2) Activate true open door policy Revise Family Support strategies Produce Family Support leaflets Implement a range of workshops and drop ins for parents 3) Whole school meeting on improving assemblies Curriculum planning to ensure social skills trips enhance cultural, moral and spiritual needs Special events eg Jubilee celebrations/Christmas events/Chinese New Year, Diwali, French Café etc Further develop cultural theme days/weeks celebrating diversity eg black history month 	<p>H/T and Class Teachers</p>	<ol style="list-style-type: none"> 1) School Council membership reflects range of abilities across MHS Range of communication used in school council meetings Autumn Term – 3 different pupil view pro-formas in action – positive comments from parents Positive promotion of family inclusion activities <ul style="list-style-type: none"> • Sibling Day May 15 • Ongoing invitation to parents for key events • Coffee mornings • Stay and Play •

Medina House School Equality Objectives 2012 - 2015

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
6	<p>Promoting equality:- staff recruitment and professional development</p> <ol style="list-style-type: none"> 1. Provision of recruitment and selection training 2. Employment policies and procedures are reviewed and updated on a regular basis 3. Promotion and provision of professional development opportunities for ALL 	<ol style="list-style-type: none"> 1) Key staff involved in recruitment trained appropriately 2) <ul style="list-style-type: none"> • Transparent recruitment process following all statutory guidance for E+D and Safeguarding • E + D data sheets • Adoption of LA corporate equalities employment policy • Student involvement in recruitment process. 3) <ul style="list-style-type: none"> • Fair systems in place to ensure access for all to relevant training opportunities • Feedback in performance management and training records show that staff have had training opportunities both internal and external • All staff aware of expectations of roles and responsibilities • Staff have a named mentor on commencement of employment <p>Achievement of SDP 2012/15</p>	<ol style="list-style-type: none"> 1) All staff involved in recruitment <ul style="list-style-type: none"> • Aware of Safer Recruitment Training for key staff 2) <ul style="list-style-type: none"> • Collate E+D data sheets with applications received for any advertised posts 3) <ul style="list-style-type: none"> • Review the role of CPD co-ord • Write a training plan • Develop current records of CPD for all staff • Develop fair systems to request training – showing the potential impact of training on school action plan and or daily practice • Create an induction package for all staff • Introduce perf management cycle for all staff • Link training to Performance management reviews • Make all staff aware of future training events • Introduce a core package of training for ALL staff regardless of type of contract etc eg communication, behaviour management, moving children safely, hoist training • Ensure all statutory training and refreshers are provided relating to safeguarding/Health and Safety issues • Provide Level 2 safeguarding for all staff on a bi-annual basis • Job descriptions in place for all staff – following re-structure • SLT and Chair GB aware of 	<p>H/T and CPD co-ordinator</p>	<ul style="list-style-type: none"> • LR from LA has had input to ensure that CPD co-ordinator is now aware of all expectations • CPD file in place • Individual training records in place for all staff Jan '12 • Induction package and programme delivered to new staff – Feb '12 • Recruitment taken place following statutory guidelines and E+ D protocols for Deputy Head, TA posts, Receptionist, Cleaner and MSAs – Feb '12 • All staff have level 2 safeguarding training • H/T and GB have safer recruitment training – Spring Term '12 • H/T – Level 3 safeguarding training • All staff received updates from LADO training in Jan '12 • First Aid training carried out in Jan '12 to ensure at least one member of staff in every class is first aid trained + site + admin staff plus paediatric first aiders in EYFS classes • Feb '12 – roles and responsibilities for subject areas identified

Medina House School Equality Objectives 2012 - 2015

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
7	<p>Promoting equality:- countering and challenging harassment and bullying</p> <p>1. Promotion of acceptable behaviour policies and guidance</p> <p>2. Reporting of diversity incidents to the local authority and GB</p>	<p>1)</p> <ul style="list-style-type: none"> • All staff aware of policies and protocols • Policies ratified by GB <p>2)</p> <ul style="list-style-type: none"> • All staff aware of reporting procedures for diversity incidents • Records of any incidents <p>Adoption of anti bullying policy developed by pupils</p> <p>Achievement of SDP 2012/15</p>	<p>1)</p> <ul style="list-style-type: none"> • GB adopt equalities policy • Write relevant policies eg anti bullying/ code of conduct and safe working practices • Share policies at a whole staff meeting • Establish policy files in every class/key area of school <p>2)</p> <ul style="list-style-type: none"> • Whole school E+D training – Summer Term • Input from LA E+D officer to all staff re reporting – to be reviewed in Spring 15 	H/T	<p>1)</p> <ul style="list-style-type: none"> • Autumn Term '11 policy files established • Ongoing – GB ratify and review policies • Policies shared with staff at whole school meetings as they are ratified <p>2)</p> <ul style="list-style-type: none"> • 2nd May – LA Lead on E+D to come to Whole school meeting re reporting incidents • 1st June Development Day booked for whole school E+D training <p>3)</p> <ul style="list-style-type: none"> • Positive friendship modelling to all pupils

Medina House School Equality Objectives 2012 - 2015

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
8	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <p>1. Encourage members of the local community to join in school activities and celebrations</p> <p>2. Review communication to parents to ensure that views are heard and acted upon</p> <p>3. ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome</p>	<p>1)</p> <ul style="list-style-type: none"> • Participation in school events • Facilitate a range of students/volunteers to access MHS including students from St Georges • Increased awareness of cultural diversity <p>2)</p> <ul style="list-style-type: none"> • Parent questionnaires • Parent consultations which feeding into school improvement • Inclusive approach to parent involvement • Accessible information for all parents <p>3)</p> <ul style="list-style-type: none"> • Positive feedback from parents <p>4)</p> <ul style="list-style-type: none"> • Active participation in local community schools hub - ENEV <p>Achievement of SDP 2012/15</p>	<p>1)</p> <ul style="list-style-type: none"> • Foundation learning services to the community to be explored and developed • Revise student brochure • Accessing local groups eg Equals to promote cultural diversity eg in Black History Month <p>2)</p> <ul style="list-style-type: none"> • Family learning opportunities extended • Accessible newsletters etc • Family support service revised • Establish school links with mainstream primaries <p>3)</p> <ul style="list-style-type: none"> • Include a relevant question on Parent questionnaire in May '12 	H/T	<p>2)</p> <ul style="list-style-type: none"> • Autumn Term – parent consultations led to changes in parent groups/workshops • Autumn Term – a range of parents attended parenting course • Autumn term – parent consultations led to change to parent/teacher meetings • Autumn Term – parent feed back sheets introduced re parent /teacher meetings and IEPs • Chair of the GB to attend parents meetings to monitor satisfaction with communication. <p>3)</p> <ul style="list-style-type: none"> • Spring Term - Evaluations introduced for Family Support • Spring Term – SEN day – to raise profile in local community • March '12 – updated prospectus produced on an annual basis including review and monitoring of school website.

7 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy
- HSE Policy
- HT reports to governors
- Terms of reference for Governors committees
- School Development Plan

8 Appendix

8.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SIP	School Improvement Plan
• SEF	School Evaluation Framework
• Protected Characteristic	As covered by the Equality Act 2010, providing protection in the following areas:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• SAR	School Action Research
• SEF	School Evaluation Framework
• SIF	School Improvement Facilitator
• RAP	Raising Attainment Plan
• FSM	Free School Meals
• EAL	English as an Additional Language
• SDP	School Development Plan