

St Anne's CE (Aided) Primary School



Equality Policy

Growing Together to Flourish in God's World

(This policy replaces and combines the Disability Equity Policy 2012 and Accessibility Plan, Race Equality Policy 2012 and Gender Equality Policy 2012. All are combined under the same aims, values and ethos of the school).

It is to be read in conjunction with all other policies.

1 Introduction

1.1 At St Anne's CE Aided Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

This Equal Policy extends to adults: staff, parents and carers.

1.2 We believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential as preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live. Hospitality, inclusion and reverence for all are part of the core values which underpins all our work and practice and is central to our Christian ethos.

1.3 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

1.4 Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve and/or suffer discriminatory practice than others within our society.

These groups include:

- girls and boys; transgender children;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);
- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented pupils;
- children 'looked after' by the local authority;
- other groups of children (such as sick children, young carers and children under stress, children from single parent families,
- children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

Aims and objectives

2.1 School aims to provide an environment where all feel valued and free from discrimination, reflecting the world in all its rich diversity. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disablist and homophobic remarks. In fact we actively seek to combat all forms of negative discrimination.

- 2.2 We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, transgender, race, disability, sexual orientation, religion/belief, age, attainment or background.
- 2.3 We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.4 We provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents and other professionals. We plan our curriculum to extend our children's knowledge and experience of Christianity as a global faith and of and other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.
- 2.5 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.6 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- 2.7 We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- 2.8 We aim to challenge personal prejudice and stereotypical views whenever they occur.
- 2.9 We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- 2.10 We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.
- 2.11 We aim to promote positive relationships within the whole school community.

3 Racial equality

- 3.1 In our school we will:
 - strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity, regardless of race, ethnicity or religion;
 - promote good relations between people of different racial and ethnic groups;
 - seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.
- 3.2 We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures and Behaviour Policy.
- 3.3 We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus.

4 Disability non-discrimination

- 4.1 Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable

steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

- 4.2 The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.
- 4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.
- 4.4 Children who require the administering of medication due to a disability, (e.g. diabetes, asthma, ADHD) this will be administered by support staff after medical training has been given.

5 Gender equality

- 5.1 We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 5.2 We have put in place a number of measures to raise the achievement of the boys, in literacy in particular. These include:
 - ensuring that early literacy and numeracy skills are promoted in all activities in the Early Years Foundation Stage;
 - ensuring that there is a balance in the starting points for activities and topics capture the interests and imagination of boys and girls alike;
 - removing gender bias from our resources.
 - employing a variety of activities, and include a kinaesthetic approach to learning when appropriate;
 - making sure that our school environment promotes positive role models, in relation to learning and achievement;
 - minimising stereotyping;
 - providing challenge, competition and short-term goals;
 - valuing and celebrating academic achievement in ways which will motivate girls and boys.
- 5.3 If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys, for example in mathematics or science, we will take measures to address this discrepancy. These may include:
 - ensuring that boys do not dominate certain lessons, for example by answering the teacher's questions more readily;
 - ensuring that mathematical and scientific subject matter is relevant to real life situations and problems;
 - beginning lessons by clarifying the learning challenges, and giving the 'big picture';
 - minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport;
 - using praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys.
- 5.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

5.5 We recognise that transgender can affect very young children and we work positively and sensitively to support children and families and promote understanding.

6 The role of the class teacher

6.1 Class teachers recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

6.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

6.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, our topics include examples of the significant contributions women have made. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

6.4 All our staff challenge any incidents of prejudice or racism. We record any incidents in the school according to LA procedure and draw them to the immediate attention of the headteacher.

6.5 We promote a positive environment that clearly celebrates difference and diversity in everyday school life.

7 The role of the headteacher

7.1 It is the headteacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment, and any racist or homophobic incidents, with due seriousness, and in line with this policy.

8 The role of governors

8.1 In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

8.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

This information will be provided upon request under the Freedom of Information but no individual person must be identifiable.

- 8.3 The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.
- 8.4 The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. Our Accessibility Plan 2013-2016 details steps we intend to take to eliminate barriers our buildings can pose.
- 8.5 The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

9 Monitoring and review

- 9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:
- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
 - monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
 - require the headteacher to report to governors annually on the effectiveness of this policy;
 - take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
 - monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.



St Anne's CE (Aided) Primary School Accessibility Plan 2020-2023

This plan complements and supports the school's equality objectives and will be publicised on the school website.

This plan contains relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as after school clubs and visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improve access to the **physical environment** of the school.
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

Increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Achievement
Whole staff awareness of the curriculum needs of pupils with <ul style="list-style-type: none">• Autistic spectrum disorder• Language and communication disorders• Severe learning difficulties• Physical disability• Visual impairment• Hearing impairment• Social, Emotional and Mental Health	Programme of INSET at whole school staff meetings.	Overview of the needs of particular groups of pupils for all staff.	Continuous. In response to the changing needs of pupils.	Increased access to the curriculum for all groups.

<p>Provide training for all staff to continue to fully implement the SEND Code of Practice.</p>	<p>All staff fully implement the Code of Practice to ensure all pupils with SEND fully access the curriculum.</p>	<p>Code of Practice continues to be successfully implemented for SEND pupils.</p>	<p>2020-2023</p>	<p>Code of Practice implemented and all pupils with SEND receive all services they are entitled to.</p>
<p>To introduce and establish the use of the Engagement Model throughout the school for SEND pupils working below Band 1 of the school's assessment system.</p>	<p>Clear identification of pupils who are working below Band 1 and their individual needs.</p>	<p>Effective way of measuring pupil progress – assisting target setting and effective provision.</p>	<p>In place Continuous</p>	<p>Effective target setting and increased curriculum access for pupils with significant learning difficulties.</p>
<p>Continued development of support role of school staff in meeting needs of pupils with SEND.</p>	<p>Work with specialist agencies to ensure role of all school staff is well focused on pupil's needs in supporting individual children.</p>	<p>Appropriate support for pupils with SEND from schools resources.</p>	<p>In place Continuous</p>	<p>TA support effectively deployed to address pupil needs. Increased access to the curriculum through specialised support for pupils with SEND.</p>
<p>Modification of learning resources according to pupil's need. E.g. coloured overlays, slanted work surfaces, work stations, pen grips.</p>	<p>Class teachers work with advice and provide modified resources on a day to day basis. Consideration by staff given for resources with all general orders.</p>	<p>Any barriers to learning faced due to resources removed.</p>	<p>Class teacher responsibility to ensure this is in place daily.</p>	<p>Increased access to the curriculum.</p>
<p>Effectiveness of</p>	<p>Continuous audit of</p>	<p>Teachers enabled to</p>	<p>Continuous expectation</p>	<p>Increased access to the</p>

<p>differentiation regularly monitored and areas for development addressed.</p>	<p>skills and competencies of teaching staff. Teachers identified to benefit from training in differentiation by teaching and learning style.</p>	<p>apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.</p>		<p>National Curriculum for all through Quality First Teaching.</p>
<p>Classroom organisation across the school is consistent to ensure all pupils have access.</p>	<p>Regular monitoring of the environment and evaluation of the impact on learning for all pupils.</p>	<p>The classroom environment supports learning for children with SEND.</p>	<p>Continuous</p>	<p>The learning environment does not provide barriers for SEND pupils.</p>
<p>Train identified personnel to administer medication for pupils according to need.</p>	<p>Consultation with partners in the Health Authority and SEND Service. Continue to appoint suitable personnel. Provide training.</p>	<p>Clear agreed procedure and Care Plan agreed with medical professionals and parents for administering medication in place.</p>	<p>In place Continuous</p>	<p>Access to whole school curriculum.</p>
<p>Accommodate toileting and care needs of incontinent pupils.</p>	<p>Consult with Health Authority partners. Provide suitable environment. Train staff in</p> <ul style="list-style-type: none"> • toilet training techniques • ways of meeting need of pupils who are incontinent. 	<p>Sensitive procedures for efficient care of pupils who are incontinent. Agreed procedures for sensitive toilet training. Intimate Care Policy adhered to.</p>	<p>In place Continuous</p>	<p>Access to whole school curriculum and increased inclusion.</p>

Train personnel in moving and handling techniques.	Identify staff to be trained. Training provided by qualified outside agencies.	Appropriately trained staff to move and handle pupils with physical disabilities.	When needed	Increased inclusion and access to curriculum.
Train personnel in Team Teach Positive Handling.	Appropriate staff to be trained.	Appropriate staff expertly use de-escalation strategies and positively handle pupils.	Bi-annually	Increased inclusion and access to the curriculum.

Improving the Physical Environment of School

Targets	Strategies	Outcome	Time frame	Achievement
Maximise access of environment with low cost adaptations.	Environmental Audit <ul style="list-style-type: none"> ensure pathways are clear direct routes acoustics visual access Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues.	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment visual impairment.	Continuous	Accessible environment, increased pupil autonomy.
Be prepared to consider further reasonable adjustments to meet the needs of future pupils with	Work closely with advisory services when relevant.	The needs of SEND pupils can be met in our school.	As required	Our school is an appropriate environment for pupils with SEND.

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Improving the Delivery of Written Information

Targets	Strategies	Outcome	Time frame	Achievement
<p>Availability of written material in alternative formats for pupils, parents and staff.</p>	<p>Advice sought from LA and outside agencies for converting written information into alternative formats.</p>	<p>Ability of school to ensure availability of material in alternative formats as required.</p> <p>All school information available through the school website with hard copy on request.</p>	<p>Continuous As required</p>	<p>Delivery of information to disabled pupils improved.</p> <p>Delivery of information to parents and the local community improved.</p>
<p>School to produce large print transcriptions.</p> <ul style="list-style-type: none"> For pupils as part of classroom organisation and preparation of resources. For parents and staff upon request; as the need may not be known unless 	<p>School staff to produce materials in large print.</p> <p>Order resources as part of general stock order.</p>	<p>School to produce large print materials as required for pupils and parents.</p>	<p>Continuous As required</p>	<p>Delivery of information to disabled pupils improved.</p>

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School to be able to produce symbol materials; e.g. Communication in Print.	Purchase appropriate software and training in production of symbol materials.	School to respond immediately to needs of pupils requiring pictorial symbol materials.	Continuous As required	Delivery of information to pupils with SEND improved.
Raise the awareness of all staff on the importance of using a range of communication systems according to individual need.	Communication audit by SENCo Ongoing training arrangements according to need.	Awareness of target group raised.	As required	School is more effective in meeting the needs of all pupils.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- Special educational needs (SEND)
- Child Protection/Safeguarding Policy
- Supporting pupils with medical conditions policy
- Curriculum Policy

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