

St Anne's CE (Aided) Primary School



# **Equality Policy and Objectives & Accessibility Plan 2022-2025**

Growing Together to Flourish in God's World

At St Anne's CE Aided Primary School we value the individuality of all of our school community. 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.

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.

## **Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- ✿ Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- ✿ Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- ✿ Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it .

## **Legislation and guidance**

This policy is in accordance with The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination. 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
- ✿ marriage/civil partnership

in accordance with the Act.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## **Roles and responsibilities**

The school 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.

The ***governing body*** will:

- ⊗ Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents;
- ⊗ Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- ⊗ Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The ***headteacher*** will:

- ⊗ Ensure that the school's Equality Policy is implemented effectively;
- ⊗ Ensure that all staff are aware of the Equality Policy and objectives, and that all staff apply these 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 discriminatory incidents, with due seriousness, and in line with this policy, the Behaviour Policy, the Staff Conduct Policy and any relevant HR policies and procedures;
- ⊗ Monitor success in achieving the objectives and report back to governors.

All ***staff*** will:

- ⊗ Select classroom materials which give positive images and which challenge stereotypical images. All staff will ensure that the language they use does not reinforce stereotypes or prejudice.
- ⊗ Seek to fully implement this policy when following schemes of work and in how we approach sensitive issues. So, for example, our topics include examples of the significant contributions women have made. In geography topics, we attempt to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- ⊗ Challenge any incidents of discriminatory behaviour and deal with them in line with Behaviour Policy and Staff Conduct Policy. Incidents will be recorded and brought to the attention of the Headteacher.
- ⊗ We promote a positive environment that clearly celebrates difference and diversity in everyday school life.

**All** school staff are expected to have regard to this document and to work together to achieve the objectives.

### **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings and briefings.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- ✿ Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or transgender pupils who are being subjected to transphobic bullying);
- ✿ Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- ✿ Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).

In fulfilling this aspect of the duty, the school will:

- ✿ Publish attainment data each academic year showing how pupils with different characteristics are performing;
- ✿ Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- ✿ Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- ✿ Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- ✿ Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
- ✿ Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- ✿ Working with our local community. This includes worship led by our parish priest, inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- ✿ Encouraging and implementing initiatives to deal with potential tensions between different groups of pupils within the school. For example, our pupil voice groups have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- ✿ We will develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- ✿ Cuts across any religious holidays;
- ✿ Is accessible to pupils with disabilities;
- ✿ Has equivalent facilities for boys and girls.

### **Monitoring arrangements**

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 four years or sooner if it is considered necessary.

### **Links with other policies**

This document links to all other policies.



## St Anne's CE (Aided) Primary School Equality Objectives 2022-2026

Equality Objective	Why we have chosen this objective:	To achieve this objective we plan to:	How will we know we are successful?	People Responsible	Timescale	Progress we are making towards this objective:
1. To promote equality and tackle discrimination, personal prejudice and stereotypical views whenever they occur.	<p>We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Misinformation on social media can also promote discriminatory views.</p> <p>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.</p>	<p>Implement the <b>Think Equal Programme</b> in Reception.</p> <p>Implement our PSHE curriculum to develop children's understanding of discrimination and how to challenge it.</p> <p>Remove any gender bias and stereotypes from our curriculum resources.</p> <p>Monitor the effectiveness of our Anti-Bullying policy in eliminating any discriminatory</p>	<p>The discriminatory mind-set is ended and ensures positive outcomes for our children.</p> <p>Our Behaviour and Anti-Bullying, Online Safety and Staff Conduct Policies are fully Implemented and are effective.</p> <p>Our Mental Health and Emotional Wellbeing Policy supports children to develop respect for themselves and others.</p> <p>Our PSHE and SRE Policies promote respect and</p>	All staff	Ongoing	

		<p>behaviour that occurs.</p> <p>Monitor the effectiveness of the Online Safety Policy in developing children's critical engagement with social media.</p>	<p>understanding; for e.g. how families can be different.</p>			
<p>2. To provide a clearly planned, broad and balanced curriculum that is accessible to all children and prepares them to live in modern, diverse Britain.</p>	<p>We want to ensure that our curriculum echoes the diversity of our society.</p> <p>Children must be taught about our similarities and differences and how to respect these.</p> <p>All children should be prepared for life in modern Britain.</p>	<p>All teachers to implement the school's curriculum intent in all subjects.</p> <p>All staff ensure that the curriculum is taught with accuracy and avoids bias.</p> <p>Challenge misinformation and teach all children to respect the diversity in our school and wider society.</p>	<p>Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers and actively include all our children.</p> <p>Children enjoy a broad and balanced curriculum that demonstrates the diversity in our society.</p>	All staff	Ongoing	
3. To include all	Children with	Make reasonable	Child centred	All staff	Ongoing	

SEND children in our full curriculum offer.	<p>SEND can miss out on curriculum opportunities if they are not well planned.</p> <p>All children must be included in our curriculum offer and school life.</p>	adjustments to the curriculum to ensure all children can receive it.	<p>planning meetings and reviews ensure all staff are aware of a child's individual strengths and difficulties.</p> <p>One Page Profiles accurately show what will be done to ensure how each child will play a full part in the life of the school.</p>			
4. To actively close gaps in attainment and achievement between Pupil Premium and Non-Pupil Premium in all year groups.	<p>We recognise that individual needs must be met and some groups face additional barriers.</p> <p>We recognise that poor attendance affects educational outcomes.</p>	<p>Termly Progress meetings</p> <p>Rigorous monitoring of attendance and clear rewards.</p>	<p>Children from all groups will make the best possible progress in our school.</p> <p>High attendance from all groups of pupils.</p> <p>Pupil Premium Plan is successful.</p>	All stff	Ongoing	
5. To endeavour to ensure that the staff and Governing body are reflective of the local community.	We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for	Fair Recruitment procedures	Staffing and The Governing Body reflect the make-up of our local community.	Governors SLT	Ongoing	



	everyone.					
<i>Protected Characteristics R = Race D = Disability G = Gender RB = Religion or Belief SO = Sexual Orientation A = Age O = Other</i>						
<i>Aims of the Equality Duty 1 = Eliminate unlawful discrimination 2 = Advance equality of opportunity 3 = Foster good relations</i>						



# St Anne's CE (Aided) Primary School Accessibility Plan 2022-2025

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"><li>• Autistic spectrum disorder</li><li>• Language and communication disorders</li><li>• Severe learning difficulties</li><li>• Physical disability</li><li>• Visual impairment</li><li>• Hearing impairment</li><li>• Social, Emotional and Mental Health</li></ul>	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.
Provide training for all staff to continue to fully implement the SEND Code of Practice.	All staff fully implement the Code of Practice to ensure all pupils with SEND fully access the curriculum.	Code of Practice continues to be successfully implemented for SEND pupils.	2022-2025	Code of Practice implemented and all pupils with SEND receive all services they are entitled to.

To use the Engagement Model throughout the school for SEND pupils working below Band 1 of the school's assessment system.	Clear identification of pupils who are working below Band 1 and their individual needs.	Effective way of measuring pupil progress – assisting target setting and effective provision.	In place Continuous	Effective target setting and increased curriculum access for pupils with significant learning difficulties.
Continued development of support role of school staff in meeting needs of pupils with SEND.	Work with specialist agencies to ensure role of all school staff is well focused on pupil's needs in supporting individual children.	Appropriate support for pupils with SEND from schools resources.	In place Continuous	TA support effectively deployed to address pupil needs.  Increased access to the curriculum through specialised support for pupils with SEND.
Modification of learning resources according to pupil's need. E.g. coloured overlays, slanted work surfaces, work stations, pen grips.	Classteachers work with advice and provide modified resources on a day to day basis. Consideration by staff given for resources with all general orders.	Any barriers to learning faced due to resources removed.	Classteacher responsibility to ensure this is in place daily.	Increased access to the curriculum.
Effectiveness of differentiation regularly monitored and areas for development addressed.	Continuous audit of skills and competencies of teaching staff. Teachers identified to benefit from training in differentiation by teaching and learning style.	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	Continuous expectation	Increased access to the National Curriculum for all through Quality First Teaching.
	Regular monitoring of	The classroom	Continuous	The learning

Classroom organisation across the school is consistent to ensure all pupils have access.	the environment and evaluation of the impact on learning for all pupils.	environment supports learning for children with SEND.		environment does not provide barriers for SEND pupils.
Identified, trained personnel to administer medication for pupils according to need.	Consultation with partners in the Health Authority and SEND Service. Continue to appoint suitable personnel. Provide training.	Clear agreed procedure and Care Plan agreed with medical professionals and parents for administering medication in place.	In place Continuous	Access to whole school curriculum.
Accommodate toileting and care needs of incontinent pupils.	Consult with Health Authority partners. Provide suitable environment. Train staff in <ul style="list-style-type: none"> <li>toilet training techniques</li> <li>ways of meeting need of pupils who are incontinent.</li> </ul>	Sensitive procedures for efficient care of pupils who are incontinent. Agreed procedures for sensitive toilet training. Intimate Care Policy adhered to.	In place Continuous	Access to whole school curriculum and increased inclusion.
Train identified 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.
Update training for personnel in Team Teach	Appropriate staff to be trained.	Appropriate staff expertly use de-escalation strategies	Bi-annually	Increased inclusion and access to the curriculum.

Positive Handling.		and positively handle pupils.		
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## 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"> <li>• ensure pathways are clear</li> <li>• direct routes</li> <li>• acoustics</li> <li>• visual access</li> </ul> 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 SEND.	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.

## Improving the Delivery of Written Information

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

	according to need.			
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**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 all other policies.

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