St Christopher's C.E. Primary School
Equality Policy and Accessibility & Equality Plan 2016 – 2019
Agreed at Finance and Premises Committee 21.6.16 To be reviewed June 2019

Introduction

St Christopher's C.E. Primary School is committed to ensuring that we provide excellence for all in order to promote the highest possible standards of achievement. We are also committed to ensuring that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. We serve our multicultural community by providing a creative and exciting curriculum that incorporates cultural and religious diversity within the context of Christian belief and practice. This is a whole school policy that brings together all previous policies, schemes and action plans applying to equality, including those we had previously for race, gender and disability. The policy applies to all members of the school community, pupils, staff, governors, parents/carers and other community members.

Legal Duties

As a school we welcome our 'general' duties under the Equality Act 2010 which are to:
- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

The school recognises that it has to make special efforts to ensure that all groups prosper including:
- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children with English as an additional language
- Children entitled to pupil premium

The law instructs us to carry out some specific duties in order to meet the 'general duties'. These are to:

- Publish equality information – to demonstrate compliance with the general duty
- Prepare and publish equality objectives

Our equality objectives include plans 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

To assist with this, we will collect and analyse data to determine our focus for our equality objectives. The data will be assessed across the core provisions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. In fulfilling our legal duties we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Responsibility

We believe that promoting equality is the whole school's responsibility.

Governing Body
- Involve and engage the whole school community in identifying and understanding equality barriers
- Set objectives to address the barriers
- Monitor progress towards achieving equality objectives
- Publish data and equality objectives

Headteacher
- Promote key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school in carrying out its day to day duties
- Ensure that all staff community receives adequate training to meet the need of delivering equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Leadership Team
- Support the headteacher as above
- Ensure fair treatment and access to services and opportunities
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents

Teaching Staff
- Endeavour to deliver the expected outcomes for all pupils
- Design and deliver an inclusive curriculum
- Ensure they are aware of their responsibility to record and report prejudice related incidents
- Uphold the commitment to equality made to pupils and parents/carers on how they can be expected to be treated

Support Staff
- Support the school in delivering a fair and equitable service to all stakeholders
- Ensure they are aware of their responsibility to record and report prejudice related incidents

Parents
- Take an active part in identifying barriers to equality for the school community and inform the senior leadership team of actions that can be taken to eradicate them

- Take an active role in supporting and challenging the school to achieve the commitment made to tackling inequality.
- Uphold the commitment to equality made to pupils and parents/carers, staff and the wider school community on how they can be expected to be treated

Pupils
- Understand how the Equality Policy relates to them, appropriate to age and ability
- Act in accordance with the policy
- Be encouraged to actively support the policy

Local Community Members
- Take an active part in identifying barriers to equality for the school community and inform the governing body of actions that can be taken to eradicate them
- Take an active role in supporting and challenging the school to achieve the commitment made to tackling inequality and achieving equality of opportunity for all

Communication

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and objectives by publishing them on the school web site, informing parents/carers of its availability via the paper newsletter, sharing with staff via the staffroom and sharing the plan with children via the School Council and assemblies.

AUDIT OF CURRENT PROVISION and ACTION REQUIRED

1. **Curriculum Access**

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice where necessary.	INSET records for individual and whole school training; External Agency written reports and advice.	Regular SEN Staff Meetings following audit of staff needs in Autumn each year. On-going CPD
Physically disabled pupils have the appropriate adult support.	TAs are appointed when needed	As required
Pupils with emotional, social and behavioural difficulties are supported in school.	Learning Mentor provides 1:1 and group support. PSPs, Outcome and behaviour plans	As required
Classrooms are optimally organised for disabled pupils	Staff consider pupil needs when creating the best arrangement of furniture to improve accessibility and to accommodate necessary equipment	As required
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs	Lesson observations Lesson plans PSPs and Behaviour Plans	Continuous
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, more time to process questions for those with slow processing speeds, extra time to move from activity to activity for those with physical disabilities	All staff aware of needs and they are details in planning/Outcome plans Appropriate applications ca be made for SATs – readers/scribes/extra time can be applied for.	Continuous

ICT equipment is provided for and has been fitted with additional software/hardware to allow access for disabled pupils	Laptop for children with motor skills difficulties. Access to RNIB books on line for children with visual impairments	As required
School visits are accessible to all pupils, regardless of attainment or impairment	No pupil is discriminated against due to finance (see remittance policy) Risk assessments include info re. Disabled pupils	Ensure that all curriculum/trip policies give clear indication as to how the needs of children with disabilities will be met – when policies are renewed

2. **Physical Access**

Statement	Evidence	Action required/When?
The layout of classrooms, hall, playground and field allows access for all pupils	All entrance doors are wide enough to accommodate a wheelchair

Ramps available to access all areas

Chair lift to enable access to the hall without having to go around the building to access the ramps | Ongoing monitoring of accessibility e.g. door passes are at an accessible height for wheelchair users |
Disabled toilet facilities have sufficient room to accommodate a changing bed/toileting chair	Disabled toilet in main building has plenty of room evidenced by previous use for changing with a hoist	Continuous with additional equipment fitted if required
Parking arrangements for all are safe	Clearly marked disabled parking bay	Ongoing
Emergency & Evacuation procedures ensure all are safe		Named children on evacuation plan
Acoustics are supportive of children with hearing impairments	There is a Soundfield system in 5 classrooms	Ensure that the classrooms with Soundfield are available for children with hearing impairments who need access to the system

Training for staff and evaluation of |

		equipment September 2016
Furniture and equipment selected and located appropriately to meet individual needs e.g. writing slopes, wedge supports	Children using additional resources in class as advised by Occupational Therapy	As required

3. Access to Information

Statement	Evidence	Action required/When?
Staff are familiar with different methods of communicating to support parents, children and carers with disabilities e.g. positioning, signing, visual prompts	Advice given by specialists Individual Outcome Plans Learning Walks	Regular SEN meetings following audit of staff needs in Autumn each year Ongoing CPD
Technology is used effectively to communicate with parents/carers and children	IWB with enlarged texts or coloured backgrounds Letters and notes through parent mail – user friendly	Ongoing Seek out resources should they be needed for braille letters when needed

Equality Action Plan May 2016 Review Autumn 2017

Link to public sector equality duty	Protected characteristic	Aim	Objective	Target Group (s)	Action	Responsibility	Dates from and to	Milestone
All aims of duty	All protected characteristics	To ensure all pupil groups reach their full potential	Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups: gender, special needs, pupil premium, ethnic minority	Staff to be fully aware of the different pupil groups in their class. Monitor attainment and achievement of all pupil groups	Senior Leadership Team (SLT), Inclusion Manager and Governors	Ongoing	3 x yearly data This is now happening up to 6 x a year for groups with next steps set by teachers where appropriate and shared with governors. **Next steps:** Continue
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All	To ensure that policy and practice relating to recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Continue to monitor our recruitment practices to measure our accessibility to people with diverse needs	Applicants and all school staff including volunteers	Ensure recruitment policy is kept in line with ODST policies	SLT	Ongoing	Ongoing New business manager appointed Sept 2017 **Next steps:** Business Manager to monitor
Eliminate	All	To ensure	Challenge	Whole school	Continue to	SLT, PSHCE		Regular

discrimination, harassment and victimisation Fostering good relations		pupils are accepted for who they are and that any discrimination is challenged. Appreciate and value the differences in others	stereotypes: gender, ethnic background, culture, religion. Build on pupil awareness so that pupils can detect bias and challenge discrimination		monitor impact of Jigsaw scheme for PSHCE. Deliver anti-bullying images through scheme and specifically anti-bullying week	Co-ordinator and governors		monitoring – Academic Year 2016-17 This is now lead by the Learning Mentor. 2016/17 – very successful anti-bullying ambassadors and leaflets. Oct 2017 – increasing focus on gender and LGBT discrimination. **Next Steps:** Nurture week in 2018? Applying for equality bronze mark
Advance equality of opportunity	Disability/All	To ensure and increase the involvement of children with disabilities in all available activities	More children with disabilities taking part in extracurricular activities	Pupils with disabilities	Initially monitor take up activities including school trips by children with disabilities If necessary, investigate why there is less take up	Inclusion manager SLT		September 2016 – monitor All children are attending school trips. **Next steps:** Still need to monitor attendance at after school clubs more consistently. Initially November 2017 – review each term.

					and address the needs of the children who would like to take part			
Advance equality of opportunity	Disability	Children can access the curriculum whatever their needs	Staff are able to use the Soundfield System to enable children to access their learning

Staff are confident in adapting their teaching to meet a variety of needs | Pupils with disabilities | Training for staff on where and what Soundfield is.

Audit of Soundfield resources

Audit of staff needs for teaching and planning | Inclusion Manager | Every year and with new staff | September 2016

Not in place
Next steps: Need to initially test system – business manager to arrange check. |
| Fostering good relations | All | To promote good relations between people from different backgrounds | Continue to develop staff, children and parents/ carers' understanding of our | Whole school and parents/ carers | Annual global week including parent/ community event | SLT
Inclusion Manager

Humanities Lead | Ongoing | Global Week

No Global Week 16-17.
Next steps: Identify member of staff keen to lead on |

Aim	Protected characteristic	Action	Intended outcome	Who	Success criteria	Responsibility	Timescale	Review/Next steps
			diverse community Increased positive attitudes towards disabled people		Engage in globalisation programme Invite in representatives from disability equality groups to meet with children			globalisation. Spring/ Summer 2017
All aims of duty	All	Publish the equality policy and action plan. Ensure new staff are aware of the action plan/policy	Parents/ carers & community fully informed	All	Update annually Publish on website Copy in induction handbook	SLT	Annually	First update Aut 2017 **Next steps:** update in Aut 2018
Eliminate unlawful discrimination, harassment and victimization Equality of opportunity	Race/ Religion or Belief/ Disability	Monitor and analyse racist incidents occurring within the school	SLT and Governing Body have a good understanding of the racial incidents that take place	All	As a result of monitoring, actions are put in place to reduce the number of incidents	SLT	At the end of each term	Playtime incidents are well recorded and have now been extended to include LGBT bullying. **Next steps:** Develop clearer recording strategies for

								incidents away from the playground.