



Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people. This provides the foundation for our school and all we aim to achieve.

## **Single Equality Scheme and Disability Equality Scheme Policy (inclusive of Accessibility Plan)**

### **Rationale**

At Holy Trinity C of E Primary, our priority is to ensure that all pupils, staff and visitors feel valued, supported, cared for and listened to in order to be the very best that they can be. It is our aim to reduce and eliminate barriers to learning in the academic curriculum, in extra-curricular activities and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

This Single Equality Scheme (SES) is written to take account of the Equality Act 2010 which builds on previous legislations referenced in this document. Holy Trinity C of E Primary School is committed to setting Equality objectives to comply with the socio-economic duty to support children from poorer or deprived families and the Equality duty to treat everybody equally and fairly regardless of age, disability, race, gender, religion or beliefs.

In this policy we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We have a duty to publish our Accessibility Action Plan which explains how we are doing now, and what we plan to do over the next three years. This is included within this policy (Appendix 2)

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid." Albert Einstein

### **Statement of Intent**

As our recent RBWM Inclusion Mark demonstrates, at Holy Trinity C of E Primary School, we are committed to ensuring equality of education and opportunity for **all** pupils, staff, parents and carers receiving services from the school, irrespective of gender, ethnicity, disability, religious beliefs, sexual orientations, gender reassignment, age or any other recognised area of discrimination. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We respect diversity. At Holy Trinity, we understand that treating people equally is not simply a matter of treating everyone the same. We recognise that inclusion is the process of taking necessary steps to ensure that every child is given an equality of opportunity to develop socially, to learn and to enjoy community life. To this end, we do our very best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys, girls and transgender children.

Staff believe that children may be disadvantaged by the holding of prejudicial views and therefore seek to promote respect and understanding between all groups. Positive attitudes towards disabled people, people from different ethnic or cultural groups, different faith backgrounds and people of different gender or sexual orientation are actively encouraged.



All staff are proactive in their efforts to identify and minimise existing barriers or inequalities. We seek the views of all groups affected by the policies and work of our school and try to involve them in policy reviews. We recognise our role in promoting community cohesion and actively encourage the participation in public life of all learners in our school.

The achievement of pupils will be monitored by ethnicity, gender, disadvantage and disability using Target Tracker and we will use this data to support pupils, raise standards and ensure inclusive, quality first teaching. Staff will create an inclusive environment by confronting all forms of discrimination. Bullying (including cyberbullying) will be challenged as will stereotyping, to ensure we create an environment which champions dignity and respect for all. At Holy Trinity C of E Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

“When inclusive education is fully embraced, we abandon the idea that children have to become ‘normal’ in order to contribute to the world. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realise the achievable goal of providing all children with an authentic sense of belonging.” Norman Kunc.

### **Mainstreaming equality into policy and practices**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

#### ***Teaching and Learning***

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

To do this, we will:

- Not treat pupils with disabilities less favourably for a reason related to their disability;
- Make **reasonable adjustments** for pupils with disabilities, so that they are not at a substantial disadvantage;
- Plan to increase access to education for pupils with disabilities;
- Not discriminate or act unfavourably against anyone as explained in the above legislation;
- Not allow any form of harassment of people with a disability;
- Promote positive attitudes towards anyone living with a disability;
- Remove barriers which may discourage people with disabilities from playing a full part in the life of our school;
- Encourage full participation by everyone in our school activities;
- Ensure that all pupils continue to have access to as much education as their medical condition allows, so that they are able to maintain the momentum of their education and keep up with their studies;
- Reintegrate these pupils back into full time education at the earliest possible opportunity;
- Ensure these pupils maintain links with school so that they do not become isolated.
- Provide access to quality education for those groups who are at risk of under achieving.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils e.g. regular audits;
- Monitor achievement data by ethnicity, gender, disadvantage and disability and action any gaps;



- Use a graduated approach to take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Respect and teach gender equality
- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender, disability, sexual orientation, gender reassignment without stereotyping;
- Promote attitudes and values that will challenge racist, homophobic and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own cultural heritage and celebrate the diversity of other cultures and lifestyles;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staff discussion/debate and extending opportunities for controversial discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning – misconceptions must be addressed to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity;
- Use quality first teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils;
- Develop pupils' advocacy skills so that they can detect bias and challenge discrimination leading to justice and equality;
- Ensure that the Citizenship and Ethics curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Identify resources that support staff development.

***Information from pupil data and school audit:***

Information about the needs of our pupils will be gathered through:

- Pupil admission information;
- Parent/Carer questionnaire;
- Parent/Carer consultations;
- Arbor data;
- SEND annual reviews/EHCPs;
- Discussion with relevant medical professionals and other outside support agencies;
- Observations including significant observations;
- Data analysis (progress made and interventions needed);
- Records of achievement logged in Target Tracker;
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes. It is protected by our GDPR policy.



## ***Learning Environment***

The original Holy Trinity C of E Primary School building is an 1858 building with further additional classrooms and buildings added since 1970. We have one disabled toilet, and clearly marked pathways etc., for people with visual impairment. All new buildings have easy access.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, sexual orientation, ability or social background. All pupils are encouraged to improve on their own targets and achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will endeavour to provide exemplary, positive role models in their approach to all issues relating to equality of opportunity;
- The school will place a very high priority on SEND provision;
- The need to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work;
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- That policies on displays, notices, meals, uniform, etc. in our school will reflect its population.

## **Views of those consulted during the development of the building and consequent accessibility plan:**

During the design and construction stages of new buildings, the following points were discussed and planned for, within the constraints of the budget:

- Movement around the building and grounds, easily and confidently
- Having equal opportunity to access lessons and other activities in communal areas of all parts of the school buildings and grounds.

## **Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on ethnicity, gender, sexual orientation, gender reassignment, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunity principles and the monitoring and active promotion of equality in all aspects of staffing and employment.



All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. At Holy Trinity C of E Primary School, we will continue to create and retain a workforce that is valued for their diverse contributions and representations of different perspectives, ethnic backgrounds, experience and skills. To achieve this, our school will maintain strong community /parental links and governors will give support to our school and all its stakeholders to ensure an effective educational delivery. Health related questions will not be asked before the job offer unless the questions are specifically related to an intrinsic function of the work. Applicants will still be issued with a generic health questionnaire as part of the appointment procedure. At Holy Trinity C of E Primary School, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer Duties**

As an employer we need to ensure that there is no discrimination and harassment in our employment practice. We actively promote equality across all groups within our workforce.

Equality aspects such as gender, age, marriage status, ethnicity, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including complaints, bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **Equality and the Law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2006) and Equality Act (2010).

The action plan and accessibility scheme outline the actions Holy Trinity C of E Primary School will take to meet the general duties detailed below.

### **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between staff, children and the community of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality (included in this policy - see Appendix 1);
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.



## ***Disability***

This section should be read in conjunction with the school's Special Educational Needs Policy.

### ***Definition of Disability***

Under the Equality Act 2010, the definition of disability is set out below:

A person has a disability if they have a physical or mental impairment that is:

- Substantial;
- Long-term;
- Having a negative effect on their ability to carry out normal every day activities.

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

There are special rules about recurring or fluctuating conditions, e.g. arthritis.

Compliance with the above-mentioned legislation is consistent with the school's aims and the operation of the school's Special Educational Needs (SEND) Policy.

The Royal Borough of Windsor & Maidenhead, our admission authority, determines our admissions policy and informs us it does not discriminate against any disabled child.

We recognise that it is unlawful to discriminate against a disabled pupil by excluding them from the school for a reason related to the pupil's impairment.

When recruiting staff, disabled people will not be discriminated against.

We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning the development of a more inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Ensuring that all staff are aware of the procedures for identifying and monitoring, teaching and supporting children, young people and adults with disabilities.

### ***Accessibility***

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum;
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways.



We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. How we do this is detailed in the Action Plan at the end of this document.

### **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between all pupils and adults, regardless of their gender.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of gender;
- Promote equality between adults;
- Promote equality between pupils.

Under our Specific duty we will:

- Prepare and publish within this policy the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this scheme every three years.

### **Transgender**

The Equality Act (2010) ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is gender reassignment. Transgender people are also explicitly covered by the Gender Equality Duty. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community. Legislation lays down that a school must not discriminate against a person because of their transgender status. In school, discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practise applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it can't be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no unisex options such as trousers for girls, and which would therefore create a particular difficulty for an F2M (female to male) pupil.

### **Age, Sexual Orientation, Religion and Belief**

The Equality Act 2006 made provisions for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21 (5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion.



Community cohesion encompasses promoting good relations between pupils from different races, faiths or beliefs and socio-economic backgrounds. The duty came into force on 1st September 2007.

The introduction of British Values into our Citizenship & SMSC curriculum in 2016 covers this extensively.

### **Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers.

We have achieved this by using the following to shape the plan:

- Feedback from the parent questionnaire and parents' consultations;
- Input from staff surveys or through staff meetings/INSETs;
- Feedback from Citizenship and SMSC lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Pupil Passports (IEPs);
- Personalised Provision Mapping, mentoring and support;
- Achievement measures

### **Roles and Responsibilities**

#### ***The Role of Governors***

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability;
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability;
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability;
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, gender or disability.

#### **The Role of the Head Teacher (and Senior Leadership Team)**

- It is the Head Teacher's role to implement the policy and plan and she is supported by the governing body in doing so;
- It is the Head Teacher's role to ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations;
- The Head Teacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life;
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness.





### ***The Role of all Staff (teaching and non-teaching)***

- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotyped images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Head Teacher or Leadership Team.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

Sexually harmful behaviour from young people is not always contrived or delivered with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Member of Leadership Team / Head Teacher, where necessary. All incidents are reported to the Head Teacher / Leadership Team and racist incidents are reported to the governing body and Local Authority on a termly basis.

### ***What is a Discriminatory Incident?***

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### ***Types of Discriminatory Incident***

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender or other factor as above;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;

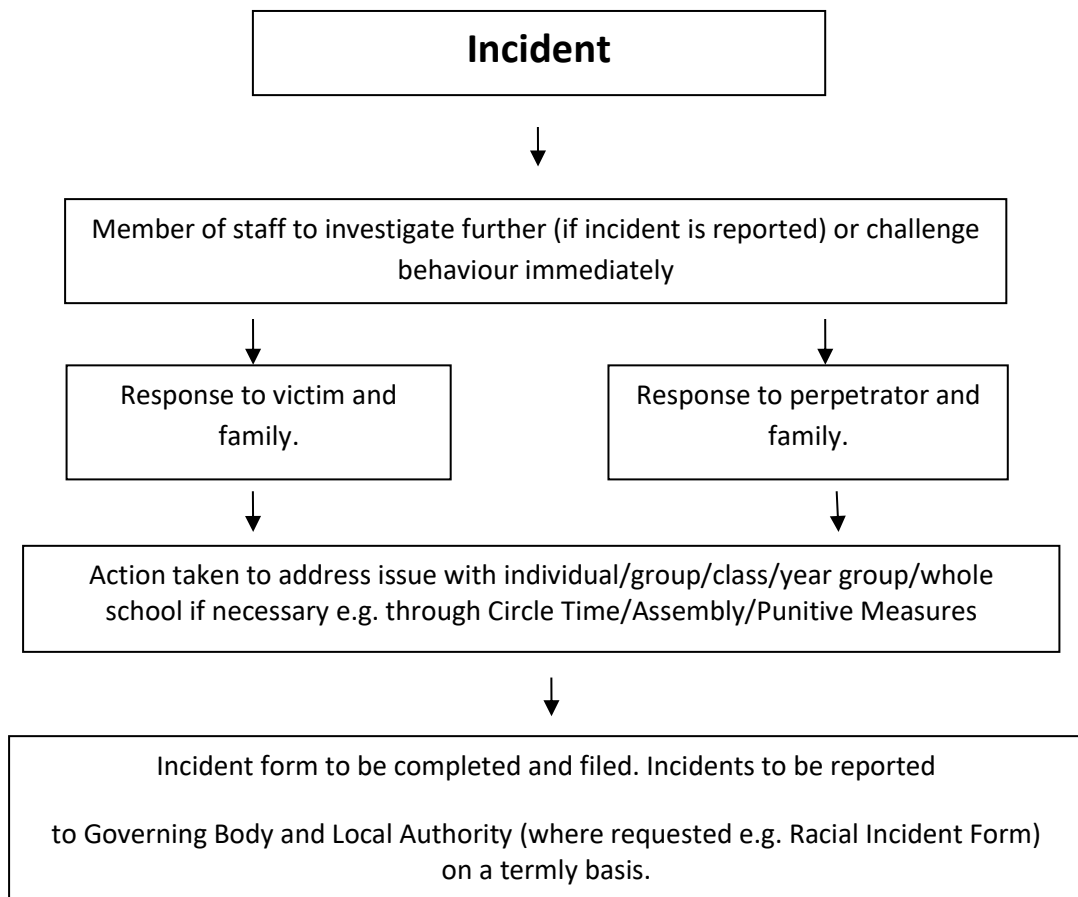


- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or other factor;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation or any other factor.

### ***Responding to and Reporting Incidents***

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. At Holy Trinity C of E Primary School all incidents are recorded in a separate section of the Behaviour Log maintained in the School Office. The SLT review this at every leadership meeting.

Procedure for responding and reporting outlined below.



### **Publishing the Plan**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- 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;
- Ensure published Equality Information will be updated at least annually and objectives updated at least once every four years.

### **Making it happen**

#### ***Audit, management, implementation and monitoring of this plan***

Audit of provision, December 2021 (to be completed again before the end of the 2023-24 academic year)

The audit will consider the fact that:

- Pupils are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;
- Pupils have individual learning targets which are closely monitored and regularly reviewed;
- All staff are trained in assessment and this continues to be developed and updated (dependent on need);
- Analysis of pupil assessment data allows the school to measure the impact of intervention and support strategies for all pupils;
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities (dependent on need);
- SEND information on file is kept up to date and is accessible to staff;
- Appropriate and specific intervention programmes for pupils with SEND are documented in their Pupil Passports (IEPs) and provision maps and updated termly;
- Pupil Passports (IEPs) and reviews are in place. They are targeted well, reflect need and are a working document.
- Advice is sought from appropriate outside agencies to provide staff with information about making reasonable adjustments.
- The SLT regularly reviews all aspects of the disabled child's progress, appropriateness of interventions and provision and makes reasonable adjustments as the norm.

#### ***Making reasonable adjustments***

We aim to remove any barriers that we find are making life more difficult for anyone with disabilities. These barriers may be lessened by making reasonable adjustments to:

(a) the building and grounds:

- Structured and supportive playtime and lunchtime activities;
- Ensuring all adjustments to current buildings are DDA compliant;
- Denote hazards for the visually impaired;
- Flexibility of seating arrangements to suit need;
- Provision of adult assistance to facilitate access.

(b) teaching and learning:

- Review and monitor to ensure children with SEND make progress in line with their abilities, before evaluating and adapting teaching accordingly;



- Monitor academic progress closely, providing additional support (small group or 1:1) where possible and appropriate;
- Setting individual targets alongside Pupil Passports (Individual Education Plans) to ensure appropriateness of teaching and learning strategies;
- Monitoring targets regularly and reporting progress to SLT and parents;
- By using our Assessment Policy, lesson monitoring in school by senior staff and the engagement model if necessary, we are able to track and analyse the achievement of all our pupils that are unable to access the National Curriculum descriptors;
- Review of policies in school is ongoing, including updates to the Anti-bullying Policy;
- Reviewing the school website in order to provide parents with information and links to disability support.

(c) communication methods:

- Use of interactive whiteboards;
- Use of ICT resources, including iPads;
- Visual timetables;
- Newsletters to parents and carers, email and text communication;
- Google Classroom;
- Twitter;
- Communication books;
- News pages on the school website;
- Informal discussions with parents;
- Telephone messages and conversations with parents;
- Governor attendance at school functions;

The effectiveness of any adjustments will be monitored regularly and the opinions of our stakeholders canvassed.

Feedback will come from:

- Pupil interviews;
- Parental questionnaires;
- Staff opinions (teaching and non-teaching);
- Governors;
- Other visitors and users of the school;
- Outside Agencies.

### **Provision for children unable to attend school on a full-time basis**

The named person in school with responsibility for dealing with pupils who are unable to attend school because of their medical needs is the Head Teacher and in her absence the school SENDCo.

The above person will notify the Specialist Inclusion Services or the nominated school Education Welfare Officer if a pupil is absent, or is likely to be absent from school due to medical needs for more than 15 working days.

Children with medical needs will remain on the school register. Attendance registers will be marked accordingly to show if a pupil is receiving education elsewhere or ought to be receiving education other than at school.



If a child is offered long term tuition for medical reasons, a Personal Education Plan (PEP) will be sent to school by SIS. The completed PEP will be returned to SIS to provide information on the child's levels of functioning. Any information about a child's special educational needs and a statement if appropriate, will be given to SIS with the PEP.

### **Review of Progress and Impact**

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

### **Related Policies**

Teaching & Learning	Capability (Teachers)
Admissions	Capability for all staff (with the exception of Teachers)
Behaviour	Teachers Appraisal and Performance Management
SEND	

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The Governing Body approved this policy on date: 1<sup>st</sup> February 2024

Signed:

Chair of Governors

Signed:

Head Teacher



**Appendix 1**  
**EQUALITY OBJECTIVES AND ACTION PLAN**  
**DECEMBER 2023 – DECEMBER 2024**

<b>Equality Objective</b>	<b>Action required</b>	<b>Outcome</b>	<b>Person responsible</b>	<b>Timescale</b>
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head Teacher  Governing Body	Ongoing  Term 1 & 4 Pupil / Parent questionnaires.  Annual ratification of policy by Governors
All	To monitor and analyse pupil's achievement by race, gender, disability and age (summer born) and act on any trends or patterns in data that require additional support.	Achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT  Governing Body	Termly  Ongoing
All	To ensure that displays and curriculum overviews promote diversity in terms of race, gender and disability.	Diversity reflected in school displays, texts and materials for lessons across all year groups.	SLT  Teachers	Ongoing
All	To ensure all children are given the opportunity to make a positive contribution to the life of the school.	All school events including after school clubs have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT  Teachers  PE Leader	Ongoing
Race Equality Duty	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a regular basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.  Staff follow guidance consistently and effectively as outlined above.	Head Teacher SLT  School Staff (monitored by SLT) Governing Body	Ongoing  Ongoing  Termly



		Governors are informed regularly of any recorded incidents regarding the equality groups.		
Gender Equality	To ensure opportunities arranged within school have an appropriate balance between genders particularly in sporting events and after school clubs.	<p>Equal representation and opportunities for all.</p> <p>Clubs are accessible to all with improved rates of participation in clubs where there is a stereotypical association.</p>	<p>SLT</p> <p>Teachers</p> <p>PE Leader (monitored and reported on in Sports Premium Reports)</p>	Ongoing
Gender Equality	To ensure there is an insignificant disparity in academic performance between genders.	<p>Monitor on termly basis the performance of different groups and analyse who and why has performed in what way, addressing any inadequacies.</p> <p>Ensure the curriculum is gender neutral. There should be no stereotyping of genders and children should be encouraged to see the qualities and skills they have as being diverse and complimentary.</p> <p>Promote positive images and use positive role models from the community.</p>	<p>SLT</p> <p>Assessment Leader</p> <p>Subject Leaders</p> <p>Teachers</p>	Ongoing
Sexual orientation / transgender	<p>To ensure that selection and recruitment procedures adhere to guidelines.</p> <p>To continue to promote the message that we are all equal and that we are all different.</p> <p>To promote respect for all through our ethos and curriculum.</p>	<p>A gender balance of role models evident in staff.</p> <p>Pupils recognise that families are made from a range of gender and sexual orientations (include marriage and civil partnership - age appropriate).</p>	<p>SLT</p> <p>Governing Body</p> <p>Teachers</p>	Ongoing



	<p>To be welcoming to parents and families irrespective of their sexual orientation.</p> <p>To address prejudice where it arises.</p> <p>To ensure that Sex &amp; Relationship Education &amp; Policy recognises diverse family structures.</p> <p>Ensure all staff respond appropriately to questions raised by children.</p>	<p>Transgender is to be appropriately discussed and explored in the Year 6 curriculum.</p>		
Disability Equality Duty	<p>To ensure children with a disability are actively involved in school activities e.g. clubs.</p> <p>To ensure there is effective transition between classes and schools.</p>	<p>Children with disabilities are participating in extra- curricular activities.</p> <p>Pupils, parents and staff have opportunities to meet and discuss relevant issues before each new school year.</p>	<p>SLT</p> <p>Teaching staff</p>	Ongoing
Community Cohesion	<p>To celebrate cultural events throughout the year to increase awareness and understanding of different communities.</p> <p>To ensure the theme of British Values is woven throughout our Citizenship &amp; SMSC Curriculum and Assembly Schedule.</p>	<p>A programme of assemblies organised and special days celebrated.</p> <p>Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.</p> <p>Theme Weeks such as Arts &amp; Culture Week organised to ensure pupils are exposed to a range of cultures and religions in real life contexts.</p>	<p>SLT</p> <p>RE Leader</p> <p>Citizenship &amp; SMSC Leader</p> <p>History and Geography Leaders</p> <p>Teaching staff</p>	Ongoing





## Appendix 2

### ACCESSIBILITY PLAN DECEMBER 2023 – DECEMBER 2024

	<b>Activity/resources</b>	<b>Responsible</b>	<b>Timescale</b>	<b>Outcome</b>
	Collecting views of pupils through discussions and questionnaires.	Head Teacher	Regular intervals throughout the year	Views on survey collated and analysed Ongoing
	Send out/collect in questionnaires to parents.	Head Teacher	Regular intervals throughout the year	Views on survey collated and analysed
	Collect views of parents with specific focus on information sent home. Developing new ways of informing parents/carers.	Head Teacher	Ongoing	Views on survey collated and analysed
	Keep staff updated in terms of information sharing, training and collection of their views.	All staff	Ongoing	
	Discussion with parents and pupils at Parents' Evenings, Annual Reviews etc.	All Teaching staff	Ongoing	
	Consideration of collected stakeholders' views.	Head Teacher		Views collated, analysed and shared
	Carry out premises audit with attention to: doors, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside area – playground, field, walkways into school.	School Business Manager  Head Teacher	Ongoing	
	Consider as part of the audit the use of improvements to doorways; the provision of furniture and apparatus to improve access.	School Business Manager  Head Teacher	Ongoing	
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget.	School Business Manager  Head Teacher  F & R Committee	Ongoing	



	Include information and key documents on school website.	Office Manager	Ongoing	
	Consider and improve the accessibility of text-based information provided to the school community – books, letters home, newsletters, website, videos, etc.; look at ways of reducing communication barriers for those with dyslexia.	Office Manager	Ongoing	
	Include aspects of Disability Equality in school assemblies e.g. Makaton welcome.	All staff	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum and daily life.	Head Teacher	Ongoing	
	To ensure pupils with a disability are actively involved in school activities e.g. clubs. To ensure there is effective transition between classes and schools.	All Teaching staff	Ongoing	Children with a disability are participating in extra- curricular activities. Children, parents and staff have opportunities to meet and discuss relevant issues before beginning each new school year.
	Review of other linked policies: SEND, Health and Safety, Equal Opportunities, Anti Bullying, Curriculum, Medical Information.	Head Teacher Teaching Staff Governors	Ongoing	
	Ensure staff are fully briefed and up to date with accessibility information and that is added to induction training of new staff.	Head Teacher	Ongoing	
	Staff training on all pupil data systems to include Target Tracker and Arbor to analyse Attendance and Academic Performance.	All staff	Ongoing	
	Progress Meetings where needs, issues and performance of pupils is discussed.	All staff	Ongoing	
	Create and maintain individual healthcare plans for every pupil with medical needs including medical information, intervention techniques and Personal Emergency Evacuation Plan (PEEPs) for visiting staff/supply teachers. These are to be passed on and	All staff	Ongoing	



	discussed with the new teacher prior to transition week and the new school year.			
	Create and maintain individual Pupil Passports for each child with SEND. These are to be passed on and discussed with the new teacher prior to transition week and the new school year.	All staff	Ongoing	
	Update SEND register format to include all areas of need, birth month, external involvement and documents on file.	SENDCo	Regular intervals / when new documentation is received	A clear, comprehensive overview of SEND children.
	Create a one-page Inclusion Overview document to include whole school SEND and Pupil Premium data, gender comparisons and National comparisons.	SENDCo	Regular intervals	An all-inclusive whole school overview.
	Share good practice relating to disability issues and data.	All staff	Ongoing	
	Monitoring of teachers' planning will include careful consideration of differentiation and any 'reasonable adjustments' made.	All staff	Ongoing	
	Review of resources and ICT provision with consideration to suitability and development of pupils.	School Business Manager Head Teacher Governors	Ongoing	
	Audit of staff training needs	School Business Manager Office Manager	Ongoing	