

SHEERING C of E PRIMARY SCHOOL



Equality and Accessibility Plan 2020-2023

This is a working document which will be monitored and reviewed annually.



**We work together to be joyful, to flourish and to succeed.
Through our Christian values, we enable our children to cultivate a life-long love of
learning.**

**At Sheering School Everyone Matters.
'We are God's masterpiece.'**

Ephesians 2:10

Equalities Policy

Introduction

Sheering Church of England Primary School is a Christian community, in which relationships are based on mutual respect and consideration for others. At the foundation of our ethos and curriculum are our TERRIFIC (Christian) values which together, provides opportunities for children to develop as resilient, independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Sheering school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Lorna Brittaine. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is Mrs Pamela Gaines.

- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All adults are actively encouraged to fully engage pupils in their own learning.

Promoting Equality: The ethos and culture of the school

- At Sheering school, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors

- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

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

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to the policy are implemented
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school’s equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

Equality Action Plan

<p>Equality Objective No.1</p> <p>1. To promote an understanding of diversity within our school community with a focus on family structure and disability through stories, toys, visitors etc.</p>

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Children are able to talk about a range of family structures, people of different ethnicities and people with disabilities with confidence and without unconscious or conscious bias. 	<ul style="list-style-type: none"> • Pupil perception meetings • Records of prejudice related incidents and racism to have fallen • Children from minority backgrounds to be tracked closely to see measure achievement in line with all children.

Activity	Lead	Progress Milestones
Unconscious bias training for all staff.	Lorna Brittain	Baseline data for all children entered before the end of Autumn 1 and analysed at the end of every term.
PTFA involvement of buying new resources for the school library and reading books to reflect modern day Britain and the wider world.	LB All teachers	September 2020: quotes gathered for building of new library area
To look at opportunities within the curriculum to teach all aspects of an event in history e.g. the involvement of the rest of the world during the two world wars.	LB All teachers	Subject leader development on Staff meeting schedule every term. Governors to monitor curriculum.

Equality Objective No.2

To give opportunities for all children to access sport regardless of ability and disability.

OUTCOMES	MEASURED BY
All children are able to take part in PE lessons, opportunities in sporting events and sports day regardless of disability, ability or gender.	<ul style="list-style-type: none"> • Pupil perception meetings • Resources seen in school of positive images representing able bodied and disabled athletes. •

Activity	Lead	Progress Milestones
Audit of PE equipment and purchase of equipment to promote inclusion e.g. different sized balls, bats which encourage hand-eye co-ordination etc	Louise Ansell (PE lead) Sarah Billet (SENCO)	Termly data to monitor progress of all children.
To look at access throughout the building to make sure all children and adults can easily access areas to allow them to take part in sport.	LB Pamela Gaines (governor)	September 2020: quotes gathered for building of new library area

SHEERING CE PRIMARY SCHOOL

Accessibility Action Plan 2020

To be read in conjunction with our Equality Scheme

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

What do we need to do?	How will we do it?	Impact?	How much will it cost?
ACCESS TO THE CURRICULUM			
Ensuring that children with learning disabilities can access the curriculum	Draw up appropriate One Plans and ensure they are regularly reviewed.	Children with learning difficulties will meet or exceed their learning targets and will achieve well when compared to all children. Pupil perception interviews will report that these children are confident in their learning.	Negligible
	Provide appropriate resources to enable children to access curriculum – e.g. visual timetables, copying onto coloured paper		
	Seek help from outside agencies where necessary		
Ensuring that children with physical disabilities can access the curriculum	Provide disabled facilities e.g. toilets and changing area	Pupil and parental perception is that child is safe and cared for in school.	Already provided / negligible
	Ensure that all necessary staff are aware of pupils' physical needs e.g. asthma, eczema and how child deals with these.		
	Ensure that all potentially life-threatening needs are communicated to all staff by meeting with parents to obtain advice and putting details of needs and how to deal with them in prominent places – kitchen, office, staffroom.		
	Ensure that staff training is up to date e.g. epi pen administration, first aid and a good knowledge of administration of medicines in school.		
ACCESS TO BUILDINGS AND GROUNDS			
Ensuring that we are aware of parents and visitors' disabilities	Ensure that parents and visitors know that they can request assistance at school events by	Parents and visitors will feel that their individual needs are catered for	

and needs	stating this on invitation letters and providing a visible statement in entrance.	when they visit our school	
	Providing some larger chairs and greater legroom at school events.		
Ensuring that we are aware of staff, parents and visitors' disabilities and needs	Provide a disabled parking space	Parents and visitors will feel valued and that their individual needs are catered for when they visit our school.	To be determined
	Use a larger font for communications from school and internal documents.		
	Provide signage that can be easily read and seen from a distance.		
	Update and improve front entrance to the school to provide easily accessible doors and ramps.		
Ensuring that children with physical disabilities can access the buildings and grounds	Relay paths around perimeter of school to enable wheelchair access	Children using wheelchairs or other mobility aids will be able to access all areas of the buildings and grounds.	To be determined
	Replace fencing and gates at front of school to enable wheelchair access.		

Equal Opportunities

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people's contributions.

Date of policy: October 2020

Date of review: October 2023