



# Equality, Diversity and Accessibility Plan

Written: March 2021

By: Carl Rogers

Date for review: March 2024

## **Mission statement**

### Our Mission – what we do

This is our church school, where we all live happily together. Every day is a new opportunity to **enjoy life** and **learn from each other**.

### Vision – why we are here

At Whittington CE Primary School we provide children with a toolkit for life. We are passionate about the development of the 'whole person' and preparing our learners for an ever-changing world. We are relentlessly committed to helping everyone in our community to meet their potential, to raising their aspiration and to helping them to find their special talents.

### Core Christian Values – the way we work

Our vision and mission are underpinned by our core values, which reflect the qualities and attributes of the Christian ideal.

These are:

**Love** – we treat others as we would want to be treated, in the way of Jesus Christ.

**Honesty** – we are truthful, with a strong moral principle

**Courage** – we embrace new and challenging experiences

**Quality** – we try our best in all that we do

**Community** - we help each other to learn

These are the principles that drive our behaviour. We expect this from everyone in our community.

Whittington CE Primary School is committed to creating an environment where equality and celebration of difference is at the heart of school life. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their conduct and to encourage others to do the same. This is fundamental to our vision of all in our school community 'living life in all its fullness'. Our Equality Policy guides staff to teach, learn and reflect through our core Christian values of **Love, Courage, Community, Quality and Honesty**. The policy echoes our core values, with an emphasis on respectful anti-prejudice behaviour and developing a culture of positive and proactive open-mindedness and appreciation of the differences and similarities between us. We are all different and all equal.

This document is a statement of the aims and strategies for ensuring equality in action within the school. An effective Equality Policy is one that seeks to lead children towards openness, celebration of difference and treating all others as we would wish to be treated, in the way of Jesus Christ.

## **1. Equality and the law**

This policy draws from: The Equality Act (2010); The Children's Act (2014); SEND Code of Practice (2014)

The Equality Act (2010) protects nine characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The action plan at the end of this Equality Policy outlines the actions Whittington CE Primary will take to meet the general duties detailed below and to address discrimination in all of its forms, identified as:

- Direct discrimination
- Discrimination arising from disability
- Indirect discrimination
- Harassment
- Victimisation
- Duty to make reasonable adjustments

## **2. The roles and responsibilities within our school community**

### **Our Headteacher will:**

- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy.

### **Our Governing Body will:**

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP).
- Support the headteacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually.

### **Our children will:**

- Be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the policy
- Be encouraged to actively support the policy

### **Our parents/carers will:**

- Be given accessible opportunities to become involved in the development of the policy
- Have access to the policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy
- Be informed of any incident related to this policy which could directly affect their child

## **Our school staff will:**

- Be involved in the development of the policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

### **3. Equity in 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:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data of protected groups and action any gaps;
- 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;
- Use materials that reflect the diversity of the school, population and local community in terms of protected characteristics and socioeconomic diversity, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice towards protected characteristics;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.



### **4. Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on protected characteristics 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.

### **5. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments are made on the basis of performance and in compliance with equality law. The policy echoes our core values, with an emphasis on respectful anti-prejudice behaviour and developing a culture of positive and proactive open-mindedness and appreciation of the differences and similarities between us. We are all different and all equal.

## **6. Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects are considered when appointing staff and particularly when allocating responsibilities 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 bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

## **7. Consultation and involvement**

The development of this policy and the actions within it have been informed by the input of staff, governors, pupils and parents and carers. We have achieved this through the following methods: by using the following to shape the policy:

- Feedback from parents (autumn term parent workshop and consultation)
- Playground walk-and-talk;
- Input through staff meetings and training
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school ;
- Issues raised in annual reviews or reviews of progress
- Feedback at Governing Body meetings.

## **7. Tackling discrimination**

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

All children are taught and encouraged expected to respond appropriately to any discriminatory incidents that may occur and to inform the headteacher of any incidents. They are expected to know how to identify and challenge prejudice and to support the full range of diverse needs according to a child's individual circumstances, at age-appropriate levels.

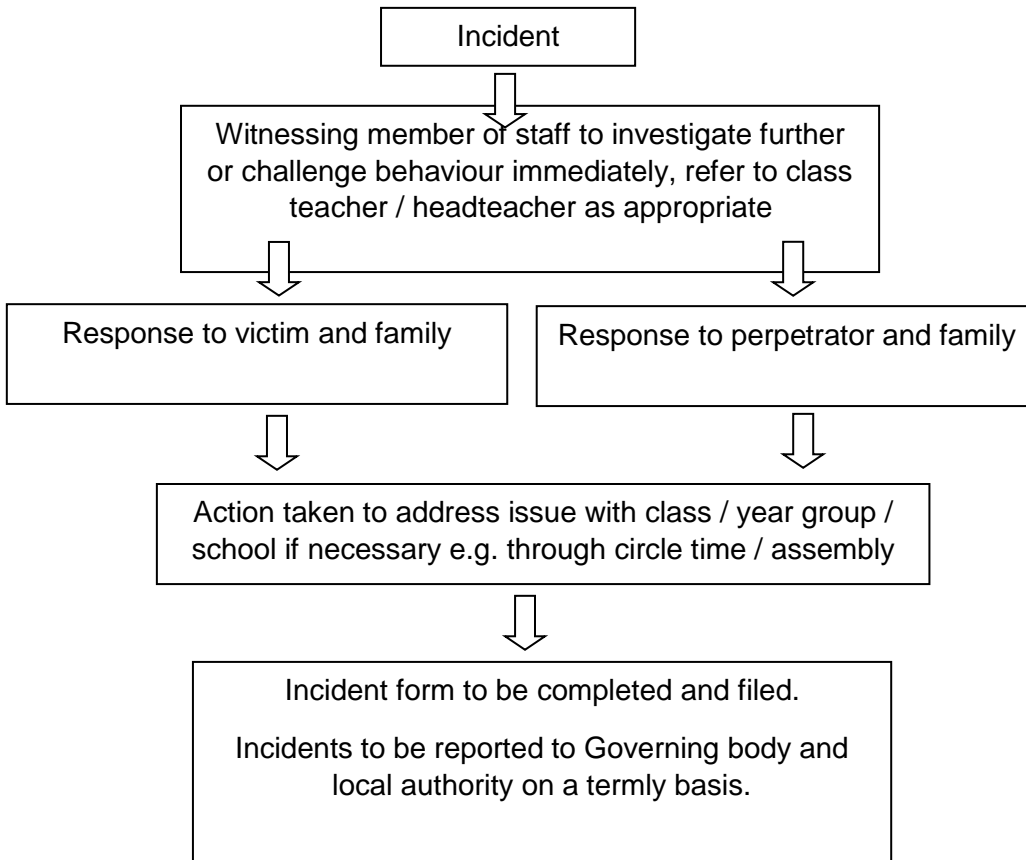
Incidents are dealt with by the member of staff present, escalating to a class teacher / senior leader/ headteacher where necessary. All incidents are reported to the headteacher and all appropriate incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of protected characteristics or other factors, such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, or comments, jokes and graffiti.

## 8. Responding to and reporting incidents

Our procedure for responding and reporting is outlined below:



## 9. Review of progress and impact

This policy has been agreed by our Governing Body. 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 Policy annually and review the entire policy 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 protected characteristics to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **10.ACTION PLAN 2020-21**

## Subject Area Action Plan – 2020-22

### Equality Plan

**School Lead:** Mr Carl Rogers

**Lead Governor:** Mr Mark Fosbrook

**Baseline:** the Equality policy has been rigorously reviewed this year. Consultation is taking place with all members of the school community in order to ensure that the policy is proactive, progressive and supportive to all.

	Objectives	Actions – What will happen?	Lead Person – who will do it?	Completion Date	Resources needed	Monitoring Procedures	Success Criteria	Impact
1.1	Publish and promote the Equality Plan through the school website, consultation, workshops and staff professional development.	Consultations with all school community during summer 2021 and autumn 2021	<b>CR and MF</b>	Published on website during summer of 2021  Staff consultation on 14.7.21  Parent consultation during September 2021	PDM time/ staff twilight	CR to monitor progress made against action plan with support and challenge from govts.	Published policy is dynamic and informed by the views of the whole school community	Improved monitoring of Equality provision and outcomes leads to improved quality of learning and better outcomes and opportunities for all members of our school community.
1.2	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of protected characteristics and socioeconomic groups	Curriculum review in summer 2021  Implementation of text-based approach to curriculum, to include analysis of diversity	ASW/ JS lead  All staff during review	By end of June 2021  Revised curriculum in place for Sept 2021	PDM time  CLPE subscription	Weekly work scrutiny (CR/DH)  Half termly subject analysis (ASW and subject leaders)	Curriculum is effectively designed and implemented with consideration goals of Equality policy	Improved design of curriculum design and implementation leads to improved quality of learning and better outcomes and opportunities for all members of our school community.
1.3	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School Council format review	DH	End of summer 2021	TBC	Liaison with CR and govts over revised format and structure	School Council activity is more representative of school community and wider goals of equality and diversity	Improved School Council provision leads to improved quality of learning and better outcomes and opportunities for all members of our school community.

## Appendix I

### Discrimination Definitions

#### **Direct discrimination**

**Direct Discrimination** is when you're treated differently and worse than someone else for certain reasons. The Equality Act says you've been treated less favourably.

Direct discrimination can be because of:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Equality Act calls these things **protected characteristics**.

#### **Indirect Discrimination**

Indirect discrimination is when there's a **practice, policy or rule** which applies to everyone in the same way, but it has a worse effect on some people than others. The Equality Act says it puts you at a **particular disadvantage**.

#### **Discrimination Arising from a Disability**

Discrimination arising from disability is when you're treated unfairly because of **something connected to your disability** rather than the disability itself. The Equality Act says you've been treated **unfavourably**.

#### **Harassment**

The Equality Act says it's harassment where the behaviour is **meant to** or **has the effect of either**:

- violating your dignity
- creating an intimidating, hostile, degrading, humiliating or offensive environment

This means it's harassment even if the person harassing you didn't mean to offend or intimidate you, as long as the harassment has one of the above effects. The harassment may be directed at you, but it can also be directed at someone else or even at no-one in particular. It may have to do with your or someone else's protected characteristic. It may not have anything to do with you but you still find it offensive.

#### **Victimisation**

If you're treated badly because you complain about discrimination or you help someone who has been discriminated against, this is called victimisation. Victimisation is when someone treats you badly or subjects you to a detriment because you complain about discrimination or help someone who has been the victim of discrimination.

#### **Duty to make reasonable adjustments**

Some people or organisations like employers, shops, local authorities and schools must take positive steps to remove the barriers you face because of your disability. This is to ensure you receive the same services, as far as this is possible, as someone who's not disabled. The Equality Act 2010 calls this the duty to make reasonable adjustments.

**Further detail on definitions can be found at:**

[Discrimination - Citizens Advice](#)

## Appendix 2: Whittington CE Primary School Accessibility Action Plan

Target	Current good practice/Strategies in place	Actions	Person Responsible	Date to complete	Evaluated impact
Increase access to toilet and changing facilities for all children.	<ul style="list-style-type: none"> <li>- Disabled toilet has changing facilities.</li> <li>- Walk in shower, accessible sinks, grab rail, low level toilet with insert.</li> <li>- Drain and hard floor.</li> <li>- Intimate care plans.</li> <li>- Supportive staff.</li> <li>- Clear communication with parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Call bell</li> <li>- Damp – decoration, replacement of tiles.</li> <li>- HUB toilet provision required.</li> <li>- SEND toilet provision/ access.</li> <li>-</li> </ul>	Site maintenance team.	July 2022	
Increase access to the Curriculum for all pupils, including those with a disability and when accessing school visits.	<ul style="list-style-type: none"> <li>- Excellent Sports Lead.</li> <li>- Arranging fixtures to involve all SEND children.</li> <li>- RP children have the opportunity to access all aspects of the Curriculum.</li> <li>- RP chn and all SEND chn partake in P.E sessions – there are no barriers.</li> <li>- Subjects are carefully planned.</li> <li>- CPD made available when appropriate.</li> <li>- Resources.</li> <li>- Transition.</li> <li>- External Agencies.</li> <li>- Wide range of interventions</li> <li>- All children currently access school visits</li> </ul>	<ul style="list-style-type: none"> <li>- To ensure there is time for feedback/dissemination to colleagues on relevant CPD.</li> <li>- Sports and Leadership team to develop links with other schools to provide a range of activities available and experienced.</li> </ul>	All staff  SLT Sports lead	July 2022	

Ensure that all pupils can be safely evacuated.	<ul style="list-style-type: none"> <li>- Ramp access into and out of Y3 &amp; Y4 classroom.</li> <li>- Easy access in and out of KSI classes.</li> <li>- Double doors in office area and in hall.</li> <li>- RP has ramp and easy access in and out.</li> <li>- Children from RP have additional practice evacuations</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all staff are aware of children with disabilities curriculum access e.g. through transition meetings</li> <li>- Some children may need a risk assessment for their physical or learning needs</li> <li>- SLT/Teaching staff to complete risk assessments for individual children as appropriate</li> </ul>	All staff of SEND	July 2021  October 2021	
Audit of school site to highlight needs	<ul style="list-style-type: none"> <li>-H&amp;S on PDM agenda every week</li> <li>-SBM has regular site inspections and H&amp;S audit</li> <li>-New caretaker in position</li> </ul>	-Site visit to identify areas of need in terms of access for children with disabilities	SLT/SBM/HT/Govs/Site maintenance team	Dec 2021	
Ensure that all children have equal access to lunchtime and after school clubs	<ul style="list-style-type: none"> <li>-A range of clubs are currently on offer to all children.</li> <li>-Holiday club is currently being trialed for all children</li> </ul>	<ul style="list-style-type: none"> <li>-Sports Lead to be involved in some SEN CPD</li> <li>-Ensure that when clubs are set that staff ratios are appropriate</li> </ul>	Sports Lead/SLT/SBM	Ongoing	
Ensure that all parents and carers are effectively communicated with regarding the needs of their child	<ul style="list-style-type: none"> <li>-Regular PCP reviews</li> <li>-Class do-jo</li> <li>-Parent meetings</li> <li>-Signposting of Local Offer</li> <li>-Open door policy with HT/SENCO/RMP</li> <li>-Staff CPD</li> <li>-Transitions</li> </ul>	<ul style="list-style-type: none"> <li>-Share Local Offer once a term</li> <li>- Audit of website</li> <li>-Audit of SEN procedures and evaluation of the year</li> </ul>	SENCO & RPM  School Admin  SENCO & RPM	Termly  Termly  June 2022	