

# St Aidan's VC Primary School Equality & Accessibility Policy



This policy has been developed through a process of consultation with the relevant Recognised Trade Unions and due to the complexities of this area of employment and education law, the Local Authority expects all Governing Bodies of Community and Voluntary Controlled schools to adopt this policy without amendment.

Should, exceptionally, a Governing Body seek to amend this recommended document or adopt an alternative procedure, the Governing Body must undertake formal consultation collectively with the Secretaries of the Recognised Trade Unions and confirm any amendments with the Local Authority via Haringey Schools HR

The Governing Body of St Aidan's VC Primary School adopted this policy on:

|                     |                 |
|---------------------|-----------------|
| Date of adoption    | 10 October 2022 |
| Date of next Review | October 2024    |

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## 1. Introduction

This policy is to set out the commitment of the Governing Body of St Aidan's to the principles of inclusive education and the responsibilities of the school leadership, whole staff and governors to ensure that all pupils, staff, parents/carers and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

St Aidan's provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents/carers. Educational Health Care Plans are made for those pupils who require bespoke provision.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

## 2. Aims

The aim of this policy is to ensure that our school are inclusive and that it reflect and inform our ethos and are embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As a school, we promote the individuality of all our children, irrespective of differences such as: ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual

pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

As an employer, we must ensure that we comply with the requirements of the Equality Act 2010, which imposes a duty on @public authorities@ and bodies when exercising public functions to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **3. Statutory Duties and the Legal Framework**

#### **Equality Act 2010**

The Equality Act 2010 brings together under one Act all the requirements regarding equality and discrimination. The Act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A key measure in the Equality Act is the Public Sector Equality Duty, which came into effect in April 2011. This states that in carrying out their functions, public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. These specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- to prepare and publish equality objectives.

Schools will then need to update their published information at least annually and to publish objectives at least once every four years.

#### 4. Roles and Responsibilities

##### Role of the School Governing Body

- Delegate powers and responsibilities to the Headteacher to ensure all school staff, parents/carers and visitors to the school are aware of and comply with this policy
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring policies is made available to parents/carers
- Nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy.
- Ensuring that the school information and equality objectives are line with statutory directives and published on school website.

##### Role of the Headteacher

- To work closely with the Senior Leadership Team to ensure awareness and implementation of policy the policy, Scheme and Plan.
- Set standards and ensure compliance with an actively promote the policy
- Work closely with key officers responsible for overseeing the premises, curriculum, communications, and training opportunities.
- Ensure that all school staff (including agency staff), pupils and parents/carers are made aware of and comply with this policy and undergo relevant training.
- Report to the Governing Body on the procedures in place for school staff (including agency staff) with disabilities.
- **In employment, to ensure that;**
  - Posts are properly advertised and all applicants are judged against explicit and fair criteria;
  - Applicants from all backgrounds are welcomed and posts are made available to all;
  - Best applicant who meets the criteria is offered the post
  - Reasonable adjustments are considered for applicants with disability to ensure that they are not disadvantaged but not treated more favourably than others;
  - All job description and adverts include a commitment to promoting equality and recognising and respecting diversity.
  - Opportunities for career progression and professional development is fair and accessible to all staff irrespective of their protected characteristics.
  - To create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that they feel positively supported.
- Inform the Governing Body on the training programme for school staff.
- Monitor the effectiveness of this policy
- Monitor the effectiveness of the Disability Accessibility Plan for Pupils.
- Annually report to the Governing Body on the success and development of this policy.
- Helping pupils to recognise, understand and learn how to treat people with disabilities by;

- ☞ Identifying different kinds of disabilities;
- ☞ Visualising what it might feel like to be disabled;
- ☞ Supporting and interacting with disabled people;
- ☞ Empathising.
- ☞ Ensuring good lines of communication are in place with parents namely:
  - School Newsletters
  - Regular information letters
  - Website
  - Annual pupil reports
  - Termly parent-teacher meetings
  - Curriculum evenings
- ☞ Identifying what needs to be done to improve our programme of extracurricular activities that will be to the benefit of our disabled pupils.

### Role of School Employees

- To be aware of the policy and the expectations
- Comply with and actively promote the school's policy
- Value the diversity of individuals and must not discriminate, bully or harass any on any grounds.
- To ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views.
- Undertake mandatory and any other relevant equalities training as and when required.
- Be aware of how to report any witnessed breach of the policy.

### Role of Premises/Site Managers

- Undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be considered.
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- Identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that the school offers.
- Annually review the Disability Accessibility Plan

### Schools Human Resources Team

- Provide training on equalities and diversity in employment and guidance on changes to legislation
- Learning and development initiatives to help deliver agreed equalities aims and objectives

- Consulting headteachers and staff on employment issues and providing mechanism to feedback e.g. staff Attitude Surveys and Focus groups
- Advice headteachers on reasonable adjustments for disabled employees and Access to Work
- Support headteachers when investigating matters through the formal stages of the employment procedures.

#### Role of Pupils

- Pupils will be aware of and comply with this policy.

#### Role of Parents/carers

- Be made aware of this policy.
- Work closely with the school.
- Monitoring the Effectiveness of the Policy and know how to report any shortcomings.

### **5. Accessibility Plans**

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Schools must implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

#### **CONTEXT**

At **St Aidan's** corridors and door frames are wide and allow for wheelchair access.

**(Full details of accessibility should be school specifics as this may vary amongst schools and one fit all descriptors will not be fit for purpose)**



## **St Aidan's Equality Objectives 2021-2025**

Schools have a responsibility to work to improve relations between all pupils and staff whether or not they have a protected characteristic. The following equality objectives have been developed to work towards these aims and responsibilities.

### **Equality Objective 1**

To advance equality of opportunity by continually reviewing pupil achievement and engagement in learning and school life to ensure equality and fairness of access

| <b><u>Outcomes</u></b>  | <b><u>Measured by</u></b>   |
|---|---|
| Where school data identifies key groups with protected characteristics (not SEN see below) and/or disadvantage who are not progressing systems are in place to ensure children are supported to achieve | Progress from key points (Rec to end of KS1, KS1 to KS2)  |
| Where children are falling behind appropriate time-limited target interventions are put in place.   | Internal data and pupil progress meetings<br><br>Other data gathering e.g. intervention results.<br><br>Book scrutiny, pupil interviews, classroom observations |

| <b><u>Activity</u></b>   | <b><u>Progress milestones</u></b>   |
|--|---|
| Identify the barriers to learning for identified groups including children of specific groups who are underachieving.<br><br>Data is shared with all adults working with children Ensure appropriate provision is in place to address barriers to learning for every identified pupil Effective work with external agencies including health to ensure that provision is centered around the child and families effectively to meet their needs. Ensure pupil premium funding is deployed effectively to raise pupils' outcomes. | Data to show good or better progress from key stage to key stage.<br>Clear tracking in data taken in between key stages.<br>Termly SLT meeting to share pupil data, highlight specific pupils, and discuss appropriate intervention.<br>Profile and progress data shared with class teachers, intervention staff and support staff.<br>Provision adapted due to the advice of other professionals and the needs of the children.<br>Pupil progress meetings have focus on key groups. |





## **Equality Objective 2**

To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.

| <b><u>Outcomes</u></b>  | <b><u>Measured by</u></b>  |
|---|--|
| <p>Pupils with SEND make good or better progress from their starting points.</p> <p>Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets.</p> | <p>Progress attainment termly report</p> <p>Book scrutiny, pupil interviews.</p> |

| <b><u>Activity</u></b>   | <b><u>Progress milestones</u></b>  |
|--|--|
| <p>Ensure appropriate provision is in place for all pupils with SEND.</p> <p>Work with external agencies to ensure pupils' individual needs are met.</p> <p>Ensure SEND funding is used to support pupils with SEND effectively.</p> | <p>Data shows pupils with SEND are making good progress from their starting points.</p> <p>Links with external agencies are strong and additional support is in place where needed.</p> <p>SEND funding is used to support pupils identified as having SEND and pupils' needs are met.</p> |



### **Equality Objective 3**

To ensure that the promotion of equality and diversity is embedded in the curriculum and through our school values.

| <b><u>Outcomes</u></b>  | <b><u>Measured by</u></b>  |
|---|--|
| <p>The families and culture of pupils at St. Aidan's is reflected in the school.</p> <p>Diversity and culture is celebrated through whole school assemblies, key weeks and in the classroom.</p> <p>Stereotypical images and opinions are challenged at all levels.</p> | <p>Pupil and family survey shows children feel represented and an intrinsic part of St. Aidan's.</p> <p>Literature, pictures and curriculum constantly reviewed to ensure it is representative</p> |

| <b><u>Activity</u></b>  | <b><u>Programme milestones</u></b>   |
|---|--|
| <p>PSHE curriculum is used to challenge stereotypes and promote diversity</p> <p>Ensure literature e.g. book corners, library; as well as English teaching reflects communities</p> <p>Curriculum is constantly reviewed to ensure it promotes equality and reflects our communities.</p> <p>Images around the school promote all faiths, race and communities.</p> <p>School has effective Anti-Racism systems in place</p> <p>Regular review of BAME plan by the BAME working party</p> | <p>PSHE Curriculum is effectively taught.</p> <p>Book corners reflect different types of families.</p> <p>Audit of school books/literature.</p> <p>Rolling investment programme in books that represent BAME families, a range of religions, families and disability.</p> <p>Subject leads and SLT regularly review curriculum in line with the national curriculum objectives and other detail e.g. HEP curriculum planning.</p> <p>Regular audit of pictures around the school.</p> <p>Governors to look at developing an anti-racist policy</p> |



### **Equality Objective 4**

Continue to monitor incidents of discriminatory language and all forms of bullying.

| Outcomes   | Measured by                                    |
|--|--|
| <p>Awareness and reduction in incidents of bullying against pupils with protected characteristics.</p> <p>Pupils feel safe in school</p> | <p>Pupil surveys</p> <p>Pupil focus groups</p> |

| <b><u>Activity</u></b>   | <b><u>Progress milestone</u></b>   |
|--|--|
| <p>PSHE curriculum used to address these directly.</p> <p>Closely monitor any incidents to ensure all incidents of bullying are recorded, including use of homophobic or racist language, bullying targeted at individuals with protected characteristics and any language related to sexual harassment.</p> | <p>PSHE curriculum ensures that pupils have a clear understanding that bullying, racism, sexual harassment, transgender and homophobic language is not appropriate and understand how to report and challenge it.</p> <p>Monitoring and record keeping ensures that all incidents are recorded and addressed</p> <p>Monitoring shows a continued reduction in the number of incidents.</p> <p>Parent/carer and pupil surveys show that pupils feel safe in school and free from bullying and harassment.</p> <p>All incidents are monitored and addressed and the number of incidents reduces overtime</p> |