



ST. KATHARINE'S C.E. (V.A.) PRIMARY
SCHOOL



EQUALITY POLICY

Incorporating:

**PUBLIC SECTOR EQUALITY DUTY
ACCESSIBILITY PLAN
EQUALITIES OBJECTIVES**

Reviewed by	Headteacher
Review Date	September 2023
Date Determined by Governing Body	22 nd September 2023
Next review date	Autumn term 2024

Purpose

At St. Katharine's CE VA Primary, we are committed to ensuring equality of education and opportunity for **ALL** pupils, staff, parents and carers receiving services from the school. 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.

The achievement of pupils will be monitored by gender, those in receipt of pupil premium and those pupil with Special Educational Needs and Disabilities. We will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. Katharine's CE VA Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our core values of 'Grace, Integrity and Aspiration' are at the centre of all we do.

The Public Sector Equality Duty (PSED) in schools

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The PSED extends to the following protected characteristics:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual Orientation
- Pregnancy or maternity
- Gender reassignment

How we comply with the PSED

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:

- Embrace a 'learning without limits' approach to teaching and learning
- Seek to involve all parents in supporting their child's learning;
- Including teaching and classroom-based approaches appropriate for all our children, which are inclusive and reflective of our pupils.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by gender, those in receipt of pupil premium and those pupil with Special Educational Needs and Disabilities. and action any gaps;

- 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 without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on the grounds of any protected characteristic.

Exclusions will always be based on the school's Behaviour Policy and DfE guidance. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. Suspensions and exclusions will not discriminate on the grounds of any protected characteristic.

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 and promotions are made on the basis of merit and ability and in compliance with the law. However 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 we eliminate any possibly discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality and the protected characteristics 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 any incidences or records of bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

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.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristic.

- 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 background or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of any protected characteristic.

The role of the headteacher

- It is the headteacher's role to ensure the school is compliant with the Public Sector Equality Duty and s/he is supported by the governing body in doing so.
- It is the headteacher's role to implement the school's Equality Policy (which incorporates the Accessibility Plan and Equality objectives) and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the PSED and Equality Policy (which incorporates the Accessibility Plan and Equality objectives) and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to the Equalities policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher 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 headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.
- The headteacher will have due regard for, and will consider equality implications when developing policies and taking decisions.

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 PSED and Equality Policy.
- All staff will strive to provide material that gives positive images of all those with protected characteristics, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism, homophobia or discrimination against a protected characteristic, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- Teachers will have due regard for, and will consider equality implications when implementing policies and taking decisions.

Consultation and involvement

The development of this policy, the implementation of the PSED, the Accessibility Plan, and the Equalities Objectives within it, will be informed by the input of staff, pupils, parents, carers and governors through:

- Feedback from any parent questionnaires
- Input from staff surveys or through staff meetings / INSET
- Feedback from pupil voice and pupil leaders, PSHE, RE and other curriculum areas
- Issues raised in annual reviews or reviews of progress on Individual Education Plans

- Feedback at Governing body meetings.

Tackling discrimination

Harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment.

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.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / assistant headteacher/headteacher where necessary. All incidents are reported to the headteacher and homophobic or racist incidents are reported to the governing body and local authority on an annual basis.

What is a discriminatory incident?

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

Types of discriminatory incident

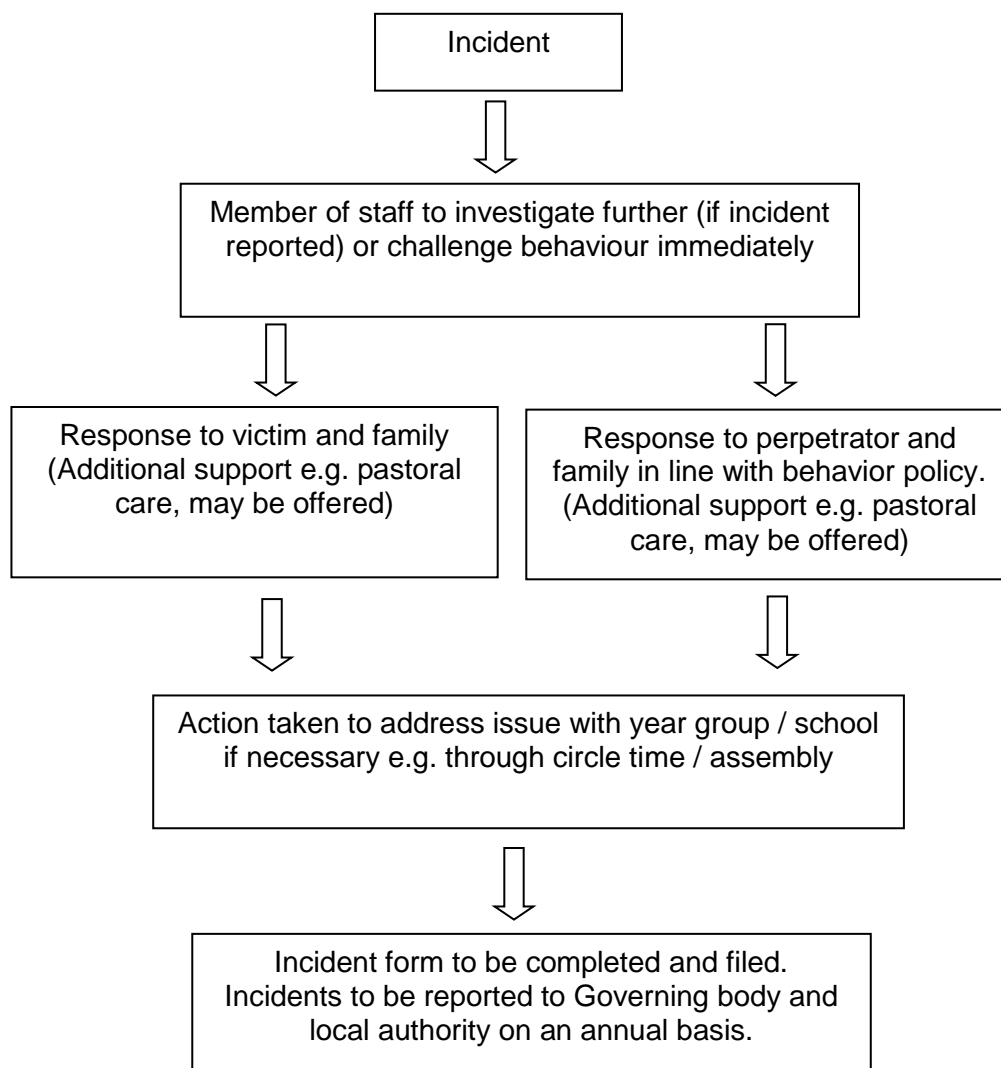
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of a protected characteristic;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's protected characteristic;
- 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 a protected characteristic;

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.

The procedure for responding and reporting is outlined below:



Review of progress and impact

The 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 Objectives and renew them every four years. We will review the entire policy and accompanying accessibility 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 gender, those in receipt of pupil premium and those pupil with Special Educational Needs and Disabilities, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements of the Public Sector Equalities Duty we will publish our policy, equalities objectives and accessibility plan on the school website, making hard copies available if requested.

Equality Objectives

Objective	Intended outcome	Key actions in place
Improve knowledge and attitudes to enable children to appreciate and value difference and diversity.	Children show understanding and appreciation of diversity of faith and race in Britain and Globally.	<ul style="list-style-type: none"> • Participate in the Christian Aid Global Neighbours programme. • Annual action plan drawn up by Global Neighbours Leader. • Black history and culture week • House names changed to reflect current influential people • National Holocaust Week • Children given opportunities to engage with local, national and global issues • Pupil leadership opportunities • SEASIDE theme: diversity – coverage across curriculum to be evaluated annually
To reduce bullying incidents of all children but especially those with SEND and break down negative attitudes towards those with SEND.	The number of bullying incidents of SEND pupils is reduced through challenging the attitudes and thinking of all pupils towards those with SEND.	<ul style="list-style-type: none"> • Participate in the All Together programme • All together ambassadors elected in each class to help promote a positive and respectful behaviour culture in our school. • Review our Anti-bullying charter with our pupils. • Staff complete All Together anti-bullying training modules. • Curriculum opportunities are planned to break down stereotypes or negative attitudes towards those with SEND. • Curriculum opportunities are planned to celebrate difference and diversity. • Visitors and speakers with SEND invited in to school to inspire the children and break down stereotypes. • Ensure our school follows the Social Model so that all pupils are valued and included.

		<ul style="list-style-type: none"> • E-safety Champion and Anti bullying champion assigned to develop staff training and plan activities/tasks which create a positive and respectful culture • PSHE curriculum - new resources to address attitudes and thinking towards those with SEND • Trick Box used to build resilience in pupils and help resolve conflict between pupils.
To monitor the numbers of pupils with SEND or PPG accessing extra-curricular activities	Consistently high numbers of children with SEND or PPG take part.	<ul style="list-style-type: none"> • Include conversations about Extra-Curricular activities in Learning Plan meetings. • Provide additional funding where necessary to enable 1:1 support at extra-curricular clubs • Support additional activities for pupils with SEND e.g. CAN DO competitions

Accessibility Action Plan

An accessibility action plan is outlined below:

St Katharine's Accessibility Plan 2023-2026

Objectives	Current good practice, including established practice and practice under development	Actions to be taken	Person responsible	Date to be completed by
<p>Improve access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Liaise with medical professionals to ensure any medical needs are met. • Acoustic modification of rooms • Physiotherapy room with plinth • Sensory room • Adaptations for children with visual or hearing impairment or other physical differences, informed by specialist teachers • The Hive; ELSA provision; pastoral care and parent support room; Motivators group (move to learn); speech and language support; • Dyslexia reading books • RWIB bookshare – accessible for all, plus Daisy app on ipads • TA training ongoing based on MITA report/research (maximising impact of adults), including dyscalculia • Links with Linwood, Victoria, Tregonwell, Winchelsea including seeking advice for inclusive PE and Outreach support and access for children with disabilities • Autism training for all staff – tier 1; increase to tier 2 • Involvement in LASSIE (funded DfE through Linwood teaching school) project – SEND audit, development and evaluation process • Classroom resources including writing slopes, fiddle toys etc • Taxi arranged and additional staff support to enable swimming provision for child with disability • SEASIDE diversity theme – ongoing focus and woven through worship • Use of 'Birmingham Tracker' for assessment of maths and English 	<ul style="list-style-type: none"> • Monitoring of access to extra-curricular clubs and activities – electronic • Re-visiting Autism training each year • Ensure worship themes address diversity • Curriculum leader monitoring and training for staff – impact of curriculum for SEND • Ongoing risk assessments and audits for offsite activities and school visits • Ongoing audits and assessments with outside agencies (physiotherapists, occupational therapists, vision support, hearing support etc) to determine needs of individual children and provision required • Evaluation of resources reflecting diversity • SEASIDE curriculum theme for Diversity includes disabilities within the curriculum (eg class reading book) • Liaison with parents to ensure any adapted provision is effective • Ensure teachers and support staff have specific training on disability issues • Make greater use of ICT software and hardware to support learning • Train more staff in sign language and communication systems e.g. PECS / PEIC D, Makaton or Signalong 	<p>Classteachers</p> <p>Inclusion Leader</p> <p>Subject leaders</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Improve and maintain access to</p>	<ul style="list-style-type: none"> • Ramps at the front of school ensure compliance with regulations for disabled access; 	<ul style="list-style-type: none"> • Ensure all disabled pupils can be safely evacuated - review Personal 	<p>School business manager and site manager</p>	<p>Ongoing</p>

Objectives	Current good practice, including established practice and practice under development	Actions to be taken	Person responsible	Date to be completed by
the physical environment	<ul style="list-style-type: none"> • Access to Early Years playground • Handrail to Early Years role play area fitted • Fitted finger guards on Early Years doors • Calm, quiet spaces: Inside Out courtyard, The Hive, The Nest, sensory room • Neutral, open shelves in early years classrooms • Disabled toilet access • Ramp from hall to field installed with wide tarmac area 	<p>Emergency Evacuation Plan (PEEP) for all pupils and adults with difficulties</p> <ul style="list-style-type: none"> • Address wheelchair access to courtyard and from IT room. 		23/24
Improve the availability of accessible information for disabled pupils	<ul style="list-style-type: none"> • Child friendly Learning Plan meetings and documents • Child friendly 'One page profiles' used for Annual Reviews • Laptops provided to visually impaired children, mirroring class whiteboard when working in class. 	<ul style="list-style-type: none"> • Ensure the delivery of information in writing in an appropriate format by providing suitably enlarged, clear print for pupils with a visual impairment • Give guidance to staff on dyslexia and accessibility information • Provide access to translators if required 	Inclusion Leader	Ongoing