

Sparsholt C of E Primary School

Equality policy (Including Equalities Information and Objectives and Accessibility Plan)

2020-2023



The School's vision statement is '**Dig deep and flourish with courage, compassion and creativity**'. **Our Core Values** reflect the commitment we have to create a positive future for all our learners. We believe our core values for life embody our Christian ethos, our learning and our curriculum. They shape the beliefs and aspirations of our learning community and underpin every decision and action in our school. They are central to children as we nurture them to grow and flourish - socially, emotionally, physically, academically and spiritually.

School Policy Statement on Equality and Community Cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that, for some pupils, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Pupil Governors.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

We welcome our general duty under the Equality Act 2010 as both a provider of education and as an employer to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation. We also welcome our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds

- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

2. Guiding principles

To fulfil our legal obligations, we are guided by the following key principles:

1. All pupils, families and staff are of equal value.

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious and non-religious affiliation or faith background;
- whatever their sexual orientation;
- whatever their marital status;
- whether they are currently pregnant or have recently given birth;
- whatever their age.

2. We recognise and respect difference.

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made;
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs;
- Religion and belief – whilst our school is guided by Christian principles, we note that reasonable requests in relation to religious observance and practice may need to be made and complied with;
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds;
- Age – we value the diversity in age of staff, parents and carers;
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference;
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have;
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote our Duty to achieve:

- positive attitudes and interaction between groups and communities different from each other;
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

Further information about our legal Duties and about the Equality Act 2010 is given in the Hampshire County Council document 'A governor perspective on the Equality Act 2010'.

4. We observe good equalities practice in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by pupil governors; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion.

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence.

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. We complete questionnaires sent to us by HCC – travellers return, racist incident return, pupil 'what do I think' surveys etc. Incidents are recorded on our CPOMs recording system.

9. We set ourselves specific and measurable equality objectives. – see annual accessibility plan

3. Development of the policy

This policy was developed based on the Church of England guidance 'Valuing All God's Children' and other relevant documents.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community
- We also ensure that information about our responsibilities under the Equality Act are included in our school improvement plan, self-evaluation review, the school prospectus, school web site and newsletters.

5. Our actions

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

The principles outlined in the policy statement will be applied and reflected in:

- the delivery of the school curriculum;
- the teaching and learning within the school;
- our practice in relation to pupil progress, attainment and achievement;
- our teaching styles and strategies;
- our policies and practice in relation to admissions and attendance;
- our policies and practice in relation to staff;
- our care, guidance and support to pupils, their families and staff;
- our policies and practice in relation to pupil behaviour, discipline and exclusions;
- our partnership working with parents and carers;
- our contact with the wider school community.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

We are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage

- We have a school behaviour policy that promotes positive behaviour and provides opportunities to reflect, resolve and reframe negative behaviour.
- We have an anti-bullying policy that promotes positive relationships and has a statement about what we believe constitutes bullying and what will happen as a result of this
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion, and belief and sexual orientation. We keep a record of all such incidents (if they occur) and notify those affected of the action we have taken
- We celebrate anti-bullying each year
- We have a SEND policy
- We have an Accessibility Plan
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances

To eliminate discrimination, harassment and victimisation

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. We meet our legal duty and live out our guiding principles listed above by:

- opposing prejudice and prejudice related bullying;
- taking account of equality with regards to the way the school provides facilities and services;
- taking account of equality with regards to attendance policies;
- actively promoting equality and diversity and creating an environment of dignity and respect.

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- promoting the positive benefits of the multi-cultural diversity which is modern Britain and our duty to promote male role models.
- being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- ensuring that all the children and staff are aware of the School Values of Courage, Creativity and Compassion and that these are shared values which we expect everyone to follow;
- using SMSC and PSHE to prepare pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.

6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Each member of the school community is made aware of their responsibility to uphold the principles and actions of this policy:

- The governing body
- The headteacher and senior leadership team
- Teaching and support staff
- Pupils
- Parents and carers
- Visitors

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

10. Monitoring and evaluation

This policy, including its equality objectives, is reviewed every four years and data is published annually.

Review frequency	3 yearly (by the Curriculum Committee)
Last approval date	November 2021
Next approval date	November 2022
Is this policy statutory or non-statutory?	Statutory
Signature of Headteacher	
Signature of Chair of Approving Committee	

Accessibility Plan

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to all areas of the school day for children with a disability, ensuring that children with a disability are as equally prepared for life as are our children who do not have a disability (this covers teaching and learning, participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum).
- show how access is to be improved for children with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Curriculum – The Current Position

- Collaborative work with our local secondary schools. Annually, Senior staff including SENCo and Year 6 staff, meet with staff from secondary schools to share information ahead of transfer
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Ensuring that school visits and trips are accessible for all children
- Providing a range of funded after school clubs for those in need
- Developing staff knowledge & skills in supporting children with SEND

Priorities for 2022-26

- To continue working with the local secondary schools on transition
- To encourage more pupils to access extra-curricular activities

Physical Access – The Current Position

- Most of the building is not wheelchair accessible
- There is not a designated disabled bay in car park
- Parents evening is held in all classrooms; if a class does not provide suitable access for a pupil, parent or other attendee, alternative arrangements will be put in place to ensure meetings are accessible to all people
- The school has one disabled toilet
- There are handrails on stairs
- Wall colours are neutral.
- Blinds are installed in all classrooms where sunlight glare is an issue

Priorities for 2022-26

- To consider installing visual fire alarms
- To consider the use of hearing loops in classrooms if acoustics cause issues for children with hearing impairments.
- To discuss with Hall/Car park Committee option for disabled parking bay
- To have a plan of action in regard to making the whole site accessible to wheelchair users if a need arose.
- Continue to develop online accessibility opportunities for members of the school community cannot access the school site.

Written information – The Current Position

- Visual timetables are produced for identified children
- Newsletters to parents are available in hard copy and electronically on the website in PDF format which can be read by text readers.
- Most information is available electronically and can be converted to other appropriate formats.
- The calendar of dates is available in a visual format on the school website

Priorities for 2022-26

- To run workshops across the course of a year, supporting parents in understanding age appropriate teaching strategies that help them support their child's learning.
- Sign-posting parents to resources and strategies to help support their child's learning as a need arises.
- Development of school website content and ease of navigation to facilitate parents to support their children with their education in collaboration with the school.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Links to related policies:

SEND Policy

Admissions Policy

Health & Safety Policy

Supporting Pupils with Medical Conditions Policy

Off-site Activities Policy

Review frequency	4 yearly (by the Finance and Staffing Committee)
Last approval date	January 2022
Next approval date	January 2023
Is this policy statutory or non-statutory?	Statutory
Signature of Headteacher	
Signature of Chair of Approving Committee	

Sparsholt C of E Primary School Accessibility Plan 2022 - 2026			
Priority	Action	Planned Completion Date	Comments
Curriculum Access			
High	Continue to develop staff knowledge and skills in supporting children with SEND	Ongoing via external and internal staff training	
Med	Year 6-Year 7 transition	Ongoing with secondary schools	Links with all secondary schools in Winchester
Med	To continue to offer accessible school events and trips to all our children. Carry out effective risk assessment and planning for off-site trips and visits to include accessibility references	In place and ongoing	
Med	Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)	In place and ongoing	
Low	Continue to provide a range of after school activities	In place and ongoing	
Low	Provide a range of resources to support learners with physical needs (visual, auditory, processing needs etc.)	In place and ongoing - resources always on site	
Physical Access			
Med	Consider installation of visual fire alarms for children who have a hearing impairment.	Consult with property services.	This will be assessed regularly and will be considered dependant on the needs of the children within the school.
Med	Consider use of hearing loops in classrooms where acoustics may make it more difficult for children with hearing impairments.	Consult with Hampshire teacher advisor for hearing impairment with as needs arise. Ongoing	This will be assessed regularly and will be considered dependant on the needs of the children within the school.
Med	Disabled visitors are encouraged to contact the school office prior to visit to ensure they are able to park close to the school.	School Website > Our School > Prospectus > Accessibility	We will continue to carry out a regular access audit to assess the physical environment of the school; this will be completed during the termly Health and Safety school site audit
Med	Adaptation to existing entrance: automatic opening and closing of door. Lowering of half reception counter for wheelchair users.	Delegated capital project. Consult with property services	

Med	Consider enabling easier accessibility to the bottom end of the school (Rowan, Beech and Oak Classes) by creating a hard covered path along the outer perimeter of the school grounds.	Discuss with Hampshire County Council as need arises.	This would be considered if a child with a physical disability that required wheelchair use and access to the bottom end of the school.
Med	Repainting of external step noses with yellow non-slip paint	August 2022	
Med	Repainting of walk way through public car park	Summer 2022	
Low	Disability bay in car park	Consult with hall committee	
Written Information Access			
Med	Supporting parents in understanding age appropriate teaching strategies to help them support their child's learning. Develop website content to support parents with children's learning and improve ease of navigation around the website.	Ongoing. Discussions with the class teacher and the SENCO and with outside agencies as needed. Signposting given to resources. Website: Summer 2023	
Low	Improve availability of written material in alternative forms	In place and ongoing	