



THE EDWARD RICHARDSON PRIMARY SCHOOL

EQUALITY POLICY/OBJECTIVES and ACCESSIBILITY PLAN

Date of last review	Spring 2024
Term next due for update	Spring 2027
Member of staff responsible for this update	Headteacher
Governor responsible for this update	SEND Governor
Requirement	Non-statutory

Introduction

The Edward Richardson Primary School is a warm, welcoming, safe and creative place to learn. We are extremely proud of the family atmosphere we have created and enjoy working in partnership with parents and carers to guarantee the best possible outcomes for our pupils. Our school is a central part of the local rural community, but we are also dedicated to ensuring our children develop a knowledge and appreciation of the global community and the diversity of cultures around the world. In partnership with families, we endeavour to help our children to become happy, secure, confident and successful young people with a love of learning, who believe in themselves and are caring and thoughtful in their relationships with other people from a range of backgrounds.

High academic standards are enhanced through other subjects within a broad and rich curriculum. The interests, skills and passions of all children are celebrated in an inclusive environment where every individual is valued. As an inclusive school, all members of the community are treated equally and given equality regardless of gender, special needs, disability, disadvantage or race. All are treated fairly and listened to. All have opportunities to take responsibility, build their self-esteem and develop their self-confidence. All members of the school community promote high standards of behaviour by recognising and rewarding positive behaviours. Success is promoted and progress and achievement celebrated.

Teaching and support staff provide a tailored approach to support all children, as well as those who are disadvantaged, have additional needs, gifts and talents and those from minority ethnic groups. We give extra support to the children that need it most. We build partnerships with parents by giving good information and by weaving the school into the fabric of their community. The school promotes community cohesion through its teaching, learning and curriculum, welcoming visitors to the school and taking the children out into the community.

CONTENTS

1. Our aims
2. Mainstreaming equality into policy and practice
3. Equal opportunities for staff
4. Equality and the law
5. Race
6. Disability
7. Gender
8. Sexual orientation
9. Community cohesion
10. Consultation
11. Roles and responsibilities
12. Tackling discrimination
13. Review of progress and impact
14. Publishing the accessibility plan
15. Action plans

1. Our Aims:

At The Edward Richardson Primary School, we aim to:

- create a supportive, caring and happy environment in which each pupil can work with a sense of well-being and security.
- develop the potential of each pupil taking into account their individual needs and abilities.
- offer opportunities for the development of the whole child.
- present a broad and balanced curriculum, which encompasses the National Curriculum, and includes development and extension as appropriate.
- develop a partnership approach through involving parents in the education of their children.
- build positive attitudes to school work and behaviour in all pupils.
- develop links between the community and school.
- ensure that each child is presented with equal opportunities regardless of race, gender or ability.
- nurture, and offer opportunities for, the moral well-being and awareness of each child.

2. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

2.1 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:

- use tracking data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability 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 population and local community in terms of race, gender and disability, 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;
- 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.

2.2 Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability 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.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at The Edward Richardson Primary School. 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, wherever possible we ensure that the staffing of the school reflects the diversity of our community.

3.1 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 such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion 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 bullying and harassment of staff;
- continued professional development opportunities for all staff;
- senior leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006). The action plan at the end of this Equality Plan outlines the actions that the Edward Richardson Primary School will take to meet the general duties detailed below:

4.1 Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare an equality plan which promotes equality across all areas of provision;
- assess the impact of our policies, including this plan, on pupils, staff and parents, and in particular, the achievement levels of these pupils;
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4.2 Disability

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

4.3 Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- prepare and publish an Accessibility Plan which covers the following areas: access to the curriculum, the physical environment and communication;
- review and revise this plan every three years.

4.4 Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality between men and women, boys and girls.

Under our specific duty we:

- prepare and publish an equality plan which covers the requirements for a gender equality scheme identifying our gender equality goals and actions to meet them;
- review and revise this plan every three years.

4.5 Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

As with any racial discrimination, discrimination, derogatory comments or slurs on sexual Orientation grounds will be dealt with in the same manner.

4.6 Community Cohesion and promotion of an understanding of British Values

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

In addition, all maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. We will do this through:

- meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.
- encouraging pupils to regard people of all faiths, races and cultures with respect and tolerance.
- ensuring pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
- ensuring pupils are aware of the difference between the law of the land and religious law.

5. Consultation and Involvement

The development of this plan and the actions within it have been informed where possible by direct and indirect input of staff, pupils and parents and carers. We have achieved this by using the following:

- Feedback from parent questionnaires, parents' evenings and parent comment sheets
- Input from staff through staff meetings / INSET;
- Feedback from school council meetings , on-going PSHE;
- Issues raised in annual reviews or reviews of progress on Individual Provision Plans;
- Feedback at governing body meetings.

6. Roles and Responsibilities

6.1 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 based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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 socio- economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

6.2 The Role of the Head Teacher

- It is the Head Teacher's role to implement the school's Equality Plan and that they are supported by the governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that staff apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointment panels give due regard to this plan, so that no- one is discriminated against when it comes to employment or training opportunities.
- The Head Teacher 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 Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and in accordance with the school's behaviour policy.

6.3 The Role of All Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation 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.

Pupils are taught about the protected characteristics, the meaning of discrimination, equality and equity and how to identify discrimination through work in PSHE and assemblies.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher /Pastoral Care Leader/ Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reviewed by the governing body at least annually – but generally termly, through the Head Teacher's Reports or Behaviour Reports.

7.1 What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation 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.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

7.2 Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or 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 race, disability, gender or sexual orientation;
- 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 race, gender, disability or sexual orientation.

7.3 Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents, and this is outlined in our Anti-Bullying and Behaviour policies. All staff, teaching and non- teaching, should view dealing with incidents as vital to the well-being of the whole school.

8. Review of Progress and Impact

The Plan 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 Plan annually and review the entire plan and accompanying action plans 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 ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the Plan

In order to meet the statutory requirements to publish a Disability, Racial and Gender Equality Scheme, we will make this plan available on the school website and continually raise awareness of the plan through the school newsletters, assemblies, circle-time and staff meetings, where appropriate.

EQUALITY OBJECTIVES

Background

The Edward Richardson Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimization;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, abilities, cultures, faiths, abilities and ethnic origins.

Objective 1 – to eliminate discrimination, harassment and victimization

Target	Success Criteria	Monitoring and Evaluation
• To take the needs of users into account when developing and reviewing policies and procedures. • To review and update the School Behaviour Policy, including the school reward system to ensure fair treatment of all pupils.	• School Policies including staff policies such as Recruitment, and Sickness Absence, reflect the needs of users. • Behaviour Policy in place, built on principles of positive reinforcement and rewards.	• See policy schedule

Objective 2 – to equality of access and opportunity within our school and within our wider community

Target	Success Criteria	Monitoring and Evaluation
• To implement robust systems for monitoring progress of all groups of pupils, regardless of gender, race or disability. • To support and broaden opportunities for vulnerable children, including those in receipt of Pupil Premium funding and with English as an additional language.	• Data analysis shows equality of attainment/progress for all, and identifies groups and individuals at risk of underachievement. • Intervention is implemented to address underperformance. • Pupil Premium children and those with EAL make good or better progress.	• Termly data analysis. • Termly Pupil Progress Meetings. • Termly reports from headteacher to governing body. • Review of interventions termly.

Objective 3 – to promote positive attitudes to difference, and good relationships between people with different backgrounds, genders, abilities, cultures, faiths, abilities and ethnic origins

Target	Success Criteria	Monitoring and Evaluation
• To develop pupil understanding of tolerance and respect for others through the promotion of British values (through a new curriculum and themed days)	• Children exposed to different cultures, faiths and religions through first hand experiences and through the use of varied resources. • Children develop an understanding of differences, e.g. able-bodied/disability.	• Values Based curriculum. • Multiculturalism evidence file. • Pupil voice activities.

ACCESSIBILITY PLAN

Equality Strand	Current Good Practice	Objective	Action	Timescale / person	Monitoring	Success indicators
Maximising access to the curriculum	All pupils have access to the full curriculum, regardless of their ability level – effective differentiation means that tasks may differ and that objectives may vary. All tasks are planned to meet the needs of individuals.	Increase access to the curriculum for pupils with a disability	Continue to purchase apparatus that will suit needs of groups of pupils, as it is needed e.g.: - Adapted computer hardware e.g. big keyboards - Adapted resources e.g. scissors, sticky mats, sloping boards, stationery grips - Adapt resources, e.g. larger print, coloured backgrounds, crib sheets, visual timetables, etc	Summer 2025 HT, SENCo, class teachers, caretaker	SENCo	All children are able to access the curriculum and make good progress
Improving the physical environment	The environment is currently adapted to meet the needs of a few pupils with physical disabilities, including use of space, table positioning, and access to interactive whiteboards.	Improve and maintain access to the physical environment	As required: - Incorporate appropriate colour schemes e.g. non-gloss surfaces, doors/surrounds in different colours - Install easy-to-open handles at the correct level - Install ramps and steps to facilitate entry to buildings and other facilities, e.g. sinks - Adapt doorways to facilitate movement of wheelchairs and other mobility supports	As and when required	HT, caretaker, SENCO	All children, including those with SEN and disabilities are able to access all areas of the school easily inside and out, with support where necessary
Ensuring information is accessible to all	Correspondence is adapted for some parents to enable the information to be accessed. Consideration is given to the individual needs of parents.	Improve the delivery of information to pupils (or parents) with a disability	As the need arises: - Become familiar with services available for converting written information into alternative formats. - Offer newsletters, prospectus etc. in large print - Offer newsletters, prospectus etc. through website - Use consultants for help with translation if necessary	As and when required	Administration staff	All parents are fully informed of school business.