



Leckhampton  
C of E Primary School

# **Single Equalities Scheme and Action Plan 2017 (including Accessibility Plan)**

January 2017

To be reviewed September 2019



# open hearts open minds open doors

## Our Values

At Leckhampton C of E Primary School, we strive to be the best we can be and aim to help all children develop a love of lifelong learning in a warm, vibrant and caring environment. At the heart of our Leckhampton family are our core values:

**Respect      Compassion      Responsibility      Perseverance**

We aim to achieve these through developing:

- Excellence and effort
- Inclusion and diversity
- Fairness and equality
- Supportive parent partnerships
- Community and Church partnerships
- Our well-resourced and exciting learning environment
- Our commitment to safeguarding children
- Our dedicated team of staff and governors



**Open Hearts** is about being kind and including everyone, **Open Minds** is to do with being adventurous and thinking outside the box. **Open Doors** lets you know that everybody is welcomed into our family.

## Introduction

On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. The scheme takes into consideration the full range of aspects of equality including disability, gender and race.

Leckhampton C of E Primary School is committed to the full and equal inclusion of all members of its community, including staff, governors, learners and their families. The school's values are:

- Respect - Respect others' thoughts, ideas and beliefs.
- Compassion - Everyone matters, no one is more important than anyone else.
- Perseverance - Embrace challenges; don't be afraid to make mistakes.
- Responsibility - Care for your families, your school and your world.

### **Responsibility:**

It is the responsibility of the Governing Body to review the scheme and plans, monitor implementation and ensure that none of the school's policies could lead to any form of discrimination. The Governing Body is also responsible for ensuring that the school complies with legislation.

The school's senior leadership team (SLT) draws up and implements this Equalities scheme and action plan. The SLT is also responsible for ensuring that all members of staff are aware of their responsibilities and are provided with relevant and appropriate training and support. The Head teacher is responsible for taking appropriate action in any cases of unlawful discrimination.

All members of staff are expected to promote a collaborative and inclusive ethos in their classrooms, to deal with any prejudice related incidents which may occur by following school policy, to identify and challenge bias and stereotyping in the curriculum, to support any pupils who require differentiation due to any aspect of equality and to keep up to date with equalities legislation relevant to their work. Members of staff with responsibility for aspects of the curriculum are also expected to keep their subject area under review to ensure that teaching and learning in that area reflects the following guiding principles.

### **Guiding Principles:**

In fulfilling our legal and moral obligations, the school is guided by key underlying principles:

#### **1) All learners are of equal value.**

All learners in our school community are of equal value irrespective of disability, gender, ethnicity, culture and belief. We have strategies in place to promote the participation of pupils in decision making and making a positive contribution to school life and will ensure that learners from diverse backgrounds are involved in shaping our provision and improving our practice.

**2) We recognise and respect diversity.**

Treating people equally does not necessarily involve treating everybody the same. Policies, procedures and activities do not discriminate but they may be differentiated where necessary to take account of variety in terms of needs, experience and background. This includes the removal of potential barriers or disadvantages which people may face in relation to disability, ethnicity and gender.

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

Our intention is that all of our policies, procedures and activities should promote positive attitudes, good relations, positive interaction, mutual respect and an absence of bullying or harassment for all members of our community. We welcome diversity in our community and seek to celebrate our differences and develop understanding of and respect for the individuality of each member of that community.

**4) There is equality in the recruitment, retention and development of members of staff.**

Policies and procedures should benefit all employees and potential employees in recruitment, retention, promotion and continuing professional development regardless of age, gender, disability, ethnicity, culture or beliefs. This principle is made clear in the school's Equality Policy.

**5) We aim to reduce and remove any inequalities or barriers that may already exist.**

Through constant monitoring of all aspects of school life, we aim to identify any inequalities or barriers that may exist for any member of our community and take positive action to reduce or remove any such barriers or inequalities which may exist.

**6) We consult widely.**

We believe that all stakeholders should be consulted about policies which pertain to them as individuals. We therefore strive to involve and consult a range of stakeholders in the writing of new policies and the review of existing ones.

## 7) **Society as a whole should benefit.**

We intend that our policies, practices and activities should benefit society as a whole, including our school community, the local and national community and the wider global community to which we all belong. To this end, we aim to develop greater social cohesion and a greater participation in public life of all members of our community.

### **Ethos and Organisation:**

We ensure that the guiding principles above apply to the full range of our policies and procedures, including those which are concerned with:

- The progress, attainment and assessment of learners.
- The personal development, welfare and well-being of learners.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention and continuing professional development.
- Care, guidance and support.
- Behaviour, discipline and exclusions.
- Working in partnership with parents, carers and the wider community.

### **Addressing prejudice and prejudice-related bullying:**

Our school is committed to opposing any form of prejudice which stands in the way of fulfilling our legal duties as outlined in the Equality Act 2012. This includes any prejudice relating to disability, special educational needs, ethnicity, gender, sexuality, culture or belief.

The staff handbook provides clear guidance on procedures to follow in any instance of prejudice or prejudice related bullying.

The school is committed to keeping the Local Authority up to date with any reportable incidents as outlined in their requirements.

### **Breaches of Policy:**

As with all school policies, any breach of this scheme will be dealt with by the Headteacher and Governing Body in accordance with agreed policy and practice.

### **Staff Development and Training:**

All members of staff are entitled to continued professional development. We will ensure that all members of staff receive appropriate training in equalities issues as required, either individually or in groups. Opportunities for development in the knowledge and understanding of equalities issues will be actively sought.

### **Monitoring and Evaluation:**

The school collects a range of data, both qualitative and quantitative, relating to the implementation of this scheme, and will make adjustments accordingly. In particular, quantitative data relating to the attainment of learners is analysed and broken down in order to monitor and evaluate the attainment of particular groups of pupils within the school community. This data is used to target groups and individuals in need of additional or different support as outlined in the guiding principles above.

### **The Equalities Action Plans:**

The equalities action plans are drawn up every two years and progress is reviewed annually.

We recognise that it is only through effective action plans that we can make a difference. The action plans aim to identify areas of need relating to equalities issues and to identify positive actions which will result in school improvement and progress to the benefit of all members of our school community.

### **Accessibility Plan**

<b>Target</b>	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence</b>
1. To ensure that pupils experience positive role models including a spectrum of disabilities.	Review of current curriculum and resources in school. Positive role models to visit the school. Class teachers to include positive role models in worships.	Curriculum co-ordinators SENDCo SLT Class teachers	Jan 2017  Sept 2017	Dec 2017  April 2019	Learners will have had experience of meeting / seeing positive role models with a range of disabilities. They will demonstrate a deeper level of understanding.

<p>2. To ensure that school policies and procedures will reflect the requirements of the Equality Act 2012 in respect of disability.</p>	<p>Policies and procedures to be reviewed and amended as necessary. Revised / new policies to be disseminated as appropriate within the school community.</p>	<p>Curriculum co-ordinators  SLT and GB</p>	<p>Jan 2017  Sept 2017</p>	<p>Dec 2017  April 2019</p>	<p>All school policies and procedures will reflect the requirements of the Equality Act 2012. Members of the community will have access to all relevant policies and procedures.</p>
<p>3. To make adjustments as necessary to fully include learners with disabilities in the curriculum and wider life of the school.</p>	<p>Ongoing identification of any necessary resources for teaching and learning. Adaptations in lesson planning, teaching strategies and curriculum. Consideration of specific needs when planning field trips and visits. Identification of uptake of clubs by learners with disabilities. Specific My Plan targets as appropriate.</p>	<p>SENDCo / TAs  All members of staff. SENDCo  All members of staff. SENDCo  Asst head JG  SENDCo / class teachers</p>	<p>Jan 2017  Jan 2017  Jan 2017  Jan 2017  Jan 2017</p>	<p>July 2019  April 2019  April 2019  July 2019  April 2019</p>	<p>Learners with disabilities are fully able to access all aspects of school life and curriculum. Adaptations will have been made as appropriate. Monitoring of uptake will show that learners with disabilities are enabled to access extra-curricular activities and clubs. My Plan targets will identify specific adaptations and adjustments for learners.</p>
<p>4. To ensure that learners with disabilities are achieving to the best of their potential.</p>	<p>Monitoring of end of key stage results. Use of Target Tracker. My Plan review meetings. Pupil progress meetings. Setting specific targets / interventions / actions to maximise achievement.</p>	<p>Asst head JG SENDCo Class teachers</p>	<p>Jan 2017</p>	<p>July 2019</p>	<p>Monitoring will show that disabled learners make good progress towards specific targets and that any gaps in achievement are reduced. SEND Code of Practice is fully</p>

					implemented.
5. To ensure that disabled members of the community feel valued and have a voice in decision making activities.	Encourage parents / carers with disabilities to join any focus groups / FOLPS. Establish SEND discussion group with parents. Pupils with SEND and their parents to be fully involved in EHCP and My Plans. Ensure that learners with disabilities have equal opportunities for being elected onto the school council. Ensure that learners with disabilities have a voice in school council issues. Involve learners / carers with disabilities in the review of accessibility and equality documents.	Head teacher and GB.  SENDCo  Class teachers, SENDCo  Class teachers.  Asst head JG GB	Jan 2017  Jan 2017  Jan 2017  Jan 2017	July 2019  Dec 2017  Dec 2017  Dec 2017	Learners with disabilities have a voice in decision making processes within the school community and contribute to making changes to the school. Parents of SEND pupils are fully involved in school SEND policy and practice. Pupils with SEND and parents of SEND pupils are fully involved in the EHCP / My Plan process. Carers with disabilities are enabled to join groups within school and have their views taken into consideration.
6. To ensure equality of opportunity for members of staff with disabilities.	Ensure that recruitment and retention practices enable staff and potential staff members to have equal opportunities to any posts within the school.	Head teacher and GB	Jan 2017	April 2019	Any posts available within school will be fully accessible to staff and potential members of staff with disabilities.
7. To promote knowledge and understanding of disability amongst members of staff	Staff INSET / CPD time to focus on responsibilities under the Equality Act 2012 and on any	Asst head JG  Outside	Jan 2017	July 2018	Staff and governors will fully understand their duties in relation to the

and the governing body.	other relevant / appropriate training needs for groups or individuals. Governing body meetings will include relevant aspects of disability and equality issues.	agencies as required  SENDCo  GB	Jan 2017	April 2019	Equality Act 2012 and will feel confident in including people with disabilities into the full life of the school.
8. To review and improve accessibility to the school premises.	Premises walks to identify any issues of accessibility to the physical aspects of the school. Plans to improve accessibility for all members of the school community. Actions to complete any work which may need doing in order to improve physical accessibility to the premises. Ongoing liaison with advisory teachers for disability.	Head teacher and GB      SENDCo / Asst head JG, class teachers, teaching assistants	Jan 2017    April 2017	July 2018    July 2019	Any physical accessibility issues will have been identified. Plans and actions will have been put into place to improve physical accessibility of the school grounds and premises. Improvements will have been made. Specific adjustments for individuals will have been completed.

### **Ethnicity Equality Plan (Including Cultural and Beliefs)**

<b>Target</b>	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence</b>
1. To promote a deeper and fuller understanding of the realities of living in a multi-cultural society and prepare pupils for life in modern British	Collective worships to include beliefs and festivals from different faiths. Displays in school will reflect a range of cultures and faiths.	All members of staff. Collective worship team.	Jan 2017	July 2019	Collective worships will have deepened learners' understanding of different faiths, beliefs and festivals. Displays will evidence the learning that takes

society.					place concerning different cultures and faiths in society.
2. To promote and model respect for those of different backgrounds, faiths or cultures.	Develop links with another country. Visitors will be welcomed into school to talk about their background, faith and/or culture.  Review of the RE curriculum.	Class teachers Geography co-ordinator.  RE / Collective Worship co-ordinators	April 2017  Sept 2017  April 2017	April 2018  April 2019  Dec 2018	The school will have good links with another country and learners will demonstrate respect for the people there. Learners will have had opportunities to discuss different backgrounds, faiths and cultures with visitors to school.
3. To further develop community cohesion.	Build on Eco schools community liaison. Eco council to continue. Involvement in relevant projects. Actively seek opportunities for involvement of learners and staff in the local community.	Eco co-ordinator  All members of staff	April 2017  Jan 2017	July 2018  July 2019	Learners will represent their class on the Eco council. Eco schools community liaison will have been further developed. Members of the school community will have participated in activities within the local community.
4. To enable learners to widen their perceptions of the richness and diversity of life in modern Britain.	Make links with a school in another part of this country. Continue to ensure British Values are addressed through the wider curriculum of the school.	Geography co-ordinator  Class teachers.	Sept 2017	July 2019	The school will have links with another school in this country which contrasts with our own. Learners will demonstrate social and moral responsibility.

5. To develop learners' knowledge and understanding of different countries and cultures around the world.	Run a World Awareness Day – ensure that learners experience a range of countries and that lessons include aspects of belief, faith and culture. Monitoring of the current Geography curriculum across the school.	All members of staff  Geography co-ordinator	Sept 2017  April 2017	July 2018  Dec 2018	Learners will demonstrate a deepened knowledge and understanding of a range of countries and cultures around the world.
6. To ensure that learners from minority and different ethnic backgrounds are achieving to the best of their potential.	Monitoring of end of key stage results. Use of Target Tracker. Pupil progress meetings. Setting specific actions / interventions to maximise achievement.	Asst head JG SENDCo Class teachers	Jan 2017	July 2019	Monitoring will show that learners from minority and different ethnic backgrounds make good academic progress and that any gaps in achievement are reduced.

### Gender Equality Plan

Target	Actions	By whom	Start	Finish	Evidence
1. To ensure that there is equality in achievement between boys and girls in English and Maths.	Use KS1 and KS2 assessment data to identify any gender gap in performance. Use Target Tracker data to identify and gender gap issues in particular year groups. Employ teaching strategies as required to reduce / eliminate any gender gap in achievement.	SLT  Class teachers	Jan 2017	April 2019	Results from TA and tests will show that boys and girls are achieving at equal levels. Any gender gap issues in achievement will have been reduced / eliminated. Report will have been shared with Governing Body.

2. To ensure that learners receive balanced views of male and female roles.	Assess use of teaching materials including stories / books to ensure that gender stereotyping is not prevalent. Use PSHCE materials as appropriate. Active selection of materials which challenge gender stereotyping.	Class teachers English / PSHCE Co-ordinators.	Sept 2017	July 2018	Learners will discuss male and female roles in non-stereotypical terms. Teaching materials will provide balanced and positive gender role models for both males and females.
3. To ensure participation of boys and girls in extra curricular activities is fair and balanced.	Monitor uptake of extra curricular clubs by gender. Ensure that there are equal opportunities for boys and girls in all types of clubs e.g. sport / music / art.	Club leaders Asst. Head JG	April 2017	July 2018	Extra curricular clubs will show roughly equal uptake from boys and girls. Any single sex clubs will only have been set up to promote a particular activity for an under represented gender. No child will be excluded from a club on the grounds of gender.
4. To continue to ensure equality of opportunity for male and female staff members and potential staff members.	Ensure that there is no bias towards either male or female applicants in advertisement and recruitment procedures for promotion and / or vacancies.	Head teacher, GB and SLT.	Jan 2017	July 2019	Promotions and vacancies will have been filled without any gender discrimination in advertising or recruitment procedures.

This policy should be read in conjunction with;  
Child Protection Policy  
Behaviour and Discipline Policy  
Special Educational Needs Policy

Anti Bullying Policy  
Curriculum Overviews