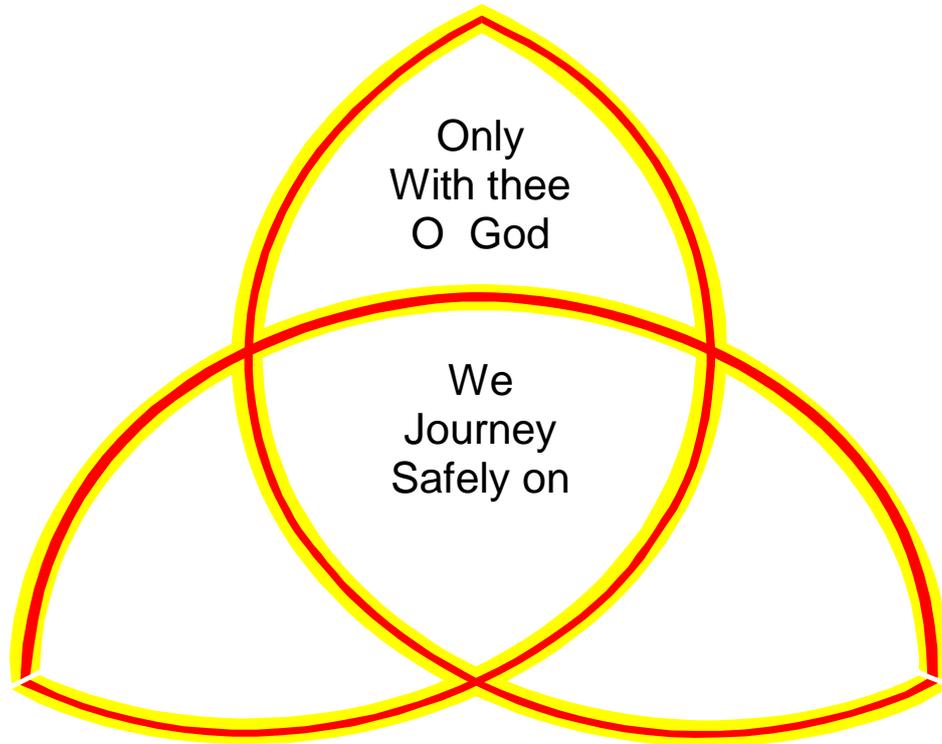


Holy Trinity C of E Junior School



Policy for: **Equality Policy &
Accessibility Action Plan**

Revised by: **Mrs S Gruffydd**

Date: **4th October 2016**

Reviewed: **March 2017**

Review Date: **Summer 2020**

Policy

Rationale

This policy sets out how we at Holy Trinity C of E Junior School intend to promote equalities, foster good relations and protect our pupils, families, staff and visitors against unfair treatment due to Race, Gender, Disability and a number of other 'protected characteristics' (see Definitions paragraph below).

This policy has been revised to reflect the Equality Act 2010 and the Public Sector Equality Duty 2010.

Definitions

Protected Characteristics are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Age

- (1) In relation to the protected characteristic of age—
 - (a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular age group;
 - (b) a reference to persons who share a protected characteristic is a reference to persons of the same age group.
- (2) A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages.

Disability – a person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Gender reassignment - A person has the protected characteristic of gender reassignment if the person

is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

- (2) A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.
- (3) In relation to the protected characteristic of gender reassignment—
 - (a) a reference to a person who has a particular protected characteristic is a reference to a transsexual person;
 - (b) a reference to persons who share a protected characteristic is a reference to transsexual persons.

Marriage and civil partnership

- (1) A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.
- (2) In relation to the protected characteristic of marriage and civil partnership—
 - (a) a reference to a person who has a particular protected characteristic is

a reference to a person who is married or is a civil partner;
(b) a reference to persons who share a protected characteristic is a reference to persons who are married or are civil partners.

Pregnancy or maternity See the Equality Act 2010 for details.

Race refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, nationality (including citizenship), ethnic or national origins.

Religion or belief

(1) Religion means any religion and a reference to religion includes a reference to a lack of religion.

(2) Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

(3) In relation to the protected characteristic of religion or belief—

(a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief;

(b) a reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief.

Sex

In relation to the protected characteristic of sex—

(a) a reference to a person who has a particular protected characteristic is a reference to a man or to a woman;

(b) a reference to persons who share a protected characteristic is a reference to persons of the same sex.

12 Sexual orientation

(1) Sexual orientation means a person's sexual orientation towards—

(a) persons of the same sex,

(b) persons of the opposite sex, or

(c) persons of either sex.

(2) In relation to the protected characteristic of sexual orientation—

(a) a reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation;

(b) a reference to persons who share a protected characteristic is a reference to persons who are of the same sexual orientation.

Discrimination – less favourable treatment of a person compared with another person because of a protected characteristic.

Harassment – unwanted, unwelcome or uninvited behaviour which is related to a relevant protected characteristic and which has the purpose or effect of: violating anyone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for anyone.

Victimisation – treating someone badly because they have done or the school believes they have done or are going to do, a protected act. This extends to pupils whose parents or siblings have carried out a 'protected act'.

Protected Act – making a claim or complaint of discrimination under the Act; helping someone make a claim by giving evidence or information; making an allegation that the school or someone else has breached the Act; doing anything else in connection with the Act.

Racist Incident – any incident which is perceived to be racist by the victim or any other person (The Macpherson Report)

Context

Holy Trinity C of E Junior School is a three-form entry voluntary-aided Church of England school catering for children between the ages of seven and eleven. The school is situated in Wallington, in the London Borough of Sutton. It is institutionally rooted in the Christian faith.

The proportion of pupils from minority ethnic groups is 43% and this has been rising slowly over the last three years. We are actively involved in our local communities and look for opportunities to develop and encourage local; national and international links. We celebrate the range of ethnicity and cultures in our School.

Pupils with English as an Additional Language make up 30% of our school population, below the national average. This figure has stayed fairly stable over the last three years. Our specialist Teaching Assistants work with these pupils to help them meet their potential. They encourage the inclusion of home languages in classrooms, displays and the library.

The percentage of pupils with Special Educational Needs in our school is 28% and we are pleased to work in partnership with parents and outside agencies to meet their individual learning and inclusion needs. Our pupil population is stable with around 90% of pupils who join in Year 3 staying until Year 6. 12% of pupils claim Free School Meals.

Holy Trinity C of E Junior School is supported by three local Churches: Holy Trinity; St Patrick's and Springfield. This affiliation is reflected in our Admissions Policy. Our school population includes children from other faith groups and those who do not belong to a faith group. All pupils are valued equally and children are taught to understand and respect the feelings and beliefs of others. Pupils are encouraged to form their own opinions and views on spirituality and faith.

Our School Mission Statement

'Wanting the best for each member of the school – within a Christian environment, gladly working in partnership with each other, with home, church and community – led by the hand of God.'

Church of England's Archbishops' Council Education Division May 2014

"The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God."²

Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that

might represent a hindrance to a child's fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.

Schools should ensure that their Christian ethos statement emphasises an inclusivity that welcomes all, and reveres and respects all members of the diverse community as individuals who are known and loved by God.

Aims

- To provide an equal welcome to pupils and families of the school; staff and visitors to the school
- To recognise diversity and present positive images of groups and cultures in our society, taking into account race, gender, disability and all other 'protected characteristics'
- To match children's learning opportunities to their needs, thus providing access to the full curriculum.
- To develop good citizens confident to participate fully in a multi-faceted, multi-cultural and multi-lingual society and able to recognise and value the contributions of others.
- To challenge prejudices and stereotypes, ensuring all are free from discrimination, harassment and bullying.
- For the whole school community to achieve an understanding of and a commitment to inclusion.

Practice

The 2010 Equality Duty protects pupils:

In relation to admissions:

We will ensure that the criteria we use do not discriminate, either directly or indirectly, against anyone with a protected characteristic. As a school with a religious character we have admissions criteria which give preference to members of the Church of England. As a maintained school we comply with the Admissions Code and therefore the religious belief criteria are only used to determine who is admitted if we are oversubscribed. The Local Authority controls admissions to the School and is subject to the Schools Admission Policy should there be appeals. The School's commitment to Equality is established in the Prospectus; on the Website and to parents and pupils through the induction process.

In the way the school provides education

The way in which the curriculum is delivered is covered by the Act and we will ensure issues are taught in a way that does not subject pupils to discrimination. In addition, we believe what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The obligations of the Act do not apply to anything done in connection with the content of the curriculum. This means we are not restricted in the range of issues, ideas and materials we use in our curriculum and can expose pupils to thoughts and ideas of all kinds, even if someone with a protected characteristic may be offended. We will ensure that such

content is not delivered in a way which results in harassment or subjects pupils to discrimination or other detriment.

In the way the school provides access to support or specific services

We do not discriminate against a pupil at our school in the provision of education or access to any support. Our duty to pupils covers everything that we provide for pupils and goes beyond the formal education we provide. It covers all school activities such as extra-curricular and leisure activities, afterschool and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities.

In the way pupils are disciplined where necessary

We regularly and carefully monitor our discipline procedures to ensure we do not discriminate against pupils with a particular protected characteristic. In the same way we review the procedures we use for deciding what consequence or sanction a pupil will receive and for investigating incidents. We would not exclude a pupil because of their protected characteristic and a pupil with a protected characteristic will not be excluded for behaviour that pupils, without the protected characteristic, would not be excluded for.

Policies

On review, each school policy will be considered in light of the Public Sector Equality Duty 2010, and its potential impact on individuals and groups representing protected characteristics will be assessed. An Equality Impact Assessment will be completed and stored with each policy.

Responsibilities

The **Governing Body** is responsible for ensuring that:

- the school complies with the Public Sector Equality Duty 2010
- the Equality Policy is followed
- Committee meetings and Full Governing Body meetings make reference to the Public Sector Equality Duty
- the Public Sector Equality Duty is applied to the recruitment and development of staff

The **Head Teacher and Senior Leadership Team** are responsible for ensuring:

- that the school Equality Policy and its procedures are followed;
- that the single equality plan is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- producing regular information for staff and governors about the plans and the impact they are having
- that all staff know their responsibilities and receive training and support in carrying these out;
- that appropriate action is taken in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

- that race-related incidents are addressed, and for recording, collating, monitoring and reporting all such incidents termly.
- meeting the learning needs of all pupils and ensuring they meet their potential
- addressing any achievement gaps for groups and individuals.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- recognising and tackling bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender, sexuality or any other protected characteristic
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Parents and Pupils are responsible for:

- supporting the aims and policies of the school as detailed in the prospectus and Home School Agreement.
- reporting any concerns to the Head teacher or designated person with responsibility for Equalities.

Visitors and contractors are responsible for:

- making themselves aware of and following the principles of our Equality Policy.

Breaches of the policy

Pupil behaviour is dealt with according to the school's Promoting Good Behaviour Policy, and the behaviour of staff and visitors according to the relevant codes of conduct.

Any incidents are reported to the line manager or to the Headteacher, whichever is relevant.

The Headteacher will deal with incidents in the following way:

- Establish facts by interviewing those concerned
- Ensure that the school's position on equality is understood
- Issue a verbal or written warning (if necessary informing parents)
- Where necessary additional input will be given/punitive action taken, as appropriate
- Report incident to the governing body through the Headteacher's report, and to the LA through the termly returns

Concerns about the Headteacher may be reported to the Chair of Governors.

Linked Documents

Holy Trinity CE Junior School has in place the following action plans, which are reviewed annually in line with the School Development Plan:

An Equality Action Plan
A Disability Access Action Plan

An Overview of School Responsibilities

Promoting and implementing the Policy:

This Policy is published and available in school. It is also available on the website, on the Equalities page. The Policy will be noted in the Newsletter and referred to in the school prospectus. A large print version will be available on request.

Within school, the Policy will be discussed with School Council and pupils' opinions will be sought as to how to promote the policy

Equality objectives have been set and are available on the School website and from the School office. These will be updated at least every four years, to comply with the specific duties of the 2010 Act

Monitoring and evaluating the impact of the policy

- Assessment data is presented statistically according to gender, age, EAL, PPG, ethnic origin and Special Educational Needs. This informs the monitoring of pupil outcomes, including addressing any identified gaps in progress or attainment for groups and individuals.
- Feedback from pupils, parents, staff and visitors through questionnaires and feedback forms is encouraged and recorded. This is reported to Governors through the termly Head Teacher's Report
- Governors and staff evaluate the contents of this report and make plans for improvement each year.
- Monitoring of reported race discriminatory incidents is carried out termly and reported to Governors and the Local Authority.
- The impact of all school functions on all those with 'protected characteristics' is assessed on a case by case basis

Consultation and Community Involvement

Parent and pupil questionnaires are sent out annually. Results are collated and used to inform the School Development Plan and any relevant policies.

Information about Equalities will be published on the School website, and updated annually, to comply with the specific duties of the 2010 Act

Date of adoption by Governing Body: March 2017

Date of next review: Summer 2020

Accessibility Action Plan 2018/2019

Target	Action/roles	Timeframe	Outcome/success criteria
Overall			
To ensure equal access for all stakeholders	SLT to audit equality needs regarding disabled pupils & parents; physical environment and information	SPR each year	Equality access needs are addressed.
Premises Access & Use			
To ensure accessibility for all pupils using the school building and to ensure that disabled pupils can access the facilities and support they require	Regular monitoring and evaluation of current practices to ensure disabled pupils can access facilities (Annual reviews, liaise with parents and healthcare partners, analysis of admissions and liaise with feeder schools observations at school, school council) Put in place good maintenance/service programme.	Annual and mid-term check on pupils and parents (within GDPR regulations)	Information gathered used to plan for reasonable adaptation of facilities when necessary School Facilities accessible to everyone Reported each term to F&P
Possible Improvements to include:	<ul style="list-style-type: none"> - Provide part-time disabled parking bay if needed - Identify one classroom per year group that can be used for physically disabled pupils if needed - Consider fire evacuation procedures for the physically disabled (use of PEEPs) 	Ongoing consideration with each new intake or mid-term admission	Building is accessible to disabled pupils, staff, visitors and governors
Identify resources needed by SEN pupils to give them access to the curriculum	To assess child's needs and provide resources as necessary e.g., chair, appropriate height desk, larger keyboard.	Ongoing consideration with each new intake or mid-term admission	School are aware of the resources needed to meet the needs of the children
To ensure that disabled pupils can participate in extra curricular activities	Assessed on individual basis and adaptations made when necessary	As need arises	Adaptations made
To ensure that disabled pupils can participate in school trips and visits	Assessed on individual basis & provision included in Risk assessment	As need arises	Risk assessment and adaptations made accordingly
Leadership/Management			
To promote the equality of opportunity for all staff	Discuss with Staffing Committee	Summer 2018	Equal opportunities for all

	Review at exit interview		
Provide staff with support contacts and information regarding health and well being and encourage disclosure of disability	Ensure staff are aware of school policies relating to their Health and Safety Provide contact details for Employee Assistance Programme (Workplace Options) - Advice line available to all staff	Termly reminder	Staff aware of support and advice available if required
To raise children's awareness of disability	Purchase books and posters showing positive images of disability Address through PHSE and assemblies. To include ASD, Alopecia, Genetic, Hearing, SMSC and BV	Review for display Summer 2018	Children have access to a range of resources which demonstrate a positive image of disability. Children's awareness & understanding of disability issues are increased
Accessibility of information			
To ensure that disabled parents are supported to access information about their child's progress at school	Face to face meetings when needed with parents	Offered as required	Offered
To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies	Consider how Governing body might encourage inclusion of disabled member of community	Reviewed each term	Needs of disabled governors met
To ensure that disabled parents/carers have access to school events	To identify parents needs To make arrangements or provide resources to provide access for disabled parents	Yearly and with mid-term admissions.	All disabled parents/carers have access to all school events
To ensure access to information on the website including supporting EAL parents in accessing information about the curriculum	SLT discussion regarding parental access to PC / website demonstration / on-line 'translator' for website. Regular review of families with EAL to ensure needs are met	SLT Spring 2018	All parents have access to information on the website and are aware of events in school
To ensure access of information for all parents to enable them to support their children	SLT review this with governors March 2018	March 2018	Parents reports that the website supports them in supporting their child