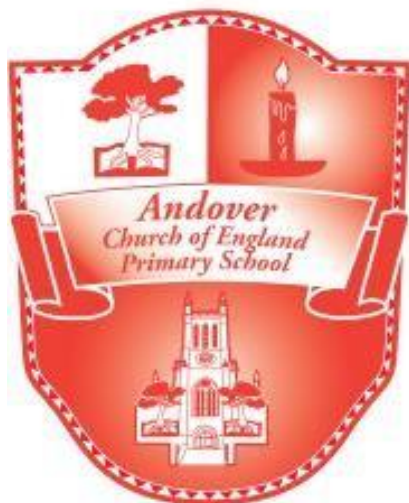


ANDOVER CE PRIMARY SCHOOL



Single Equalities Policy and objectives with accessibility plan

Date Agreed:	September 2022	
Review Date:	September 2025	
Signed:	<i>Kate Wallace</i>	<i>Nicky Parker</i>
	Headteacher	Chair of Governors

Andover C of E Primary School Equalities Policy

Introduction

At Andover C of E School, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

At Andover C of E School, we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles, which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy which can be obtained from the school office.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

Principles

To fulfil our legal obligations, we are guided by a number of principles.

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

We see all pupils, potential pupils, their parents and carers, and staff as 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 – 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:

- 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

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 at school council; 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. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

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

Addressing prejudice and prejudice-related bullying

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.

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 headteacher 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

Accessibility

Under the Act schools must implement accessibility plans aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
- improving the availability of accessible information to disabled pupils.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Full Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

- Monitoring of pupil achievement by race, gender and disability. *This is incorporated in provision maps and in the use of the Hampshire tracking tool.*
- Staff training and development to include areas of disability, equality issue and related additional needs such as ADHD, SPLD etc. *More staff are aware of Individual Educational plans and setting of SMART targets as part of them. Systems are in place to monitor how pupils make progress with their targets. Better use of amending targets between reviews to ensure that pupils are appropriately challenged and supported to successfully achieve their targets.*
- To ensure the school website is accessible to all ie dyslexic friendly font, google translate. *Completed.*

Review - Equalities and accessibility targets 2019 to 2022

Ongoing Objectives:

- To ensure all learners have equal access to the curriculum, irrespective of disability, special educational needs, etc.
CPD for teachers on this has begun. This includes work with the HIAS SEND Inspector and use of the SEND Toolkit. Further work needs to be done on embedding this, however, staff have a greater ability to recognise which children need additional support; procedure to make any necessary referrals and putting appropriate actions in place in to ensure that all children have equal access to the curriculum.
- To ensure vulnerable children make good progress and, where appropriate, accelerated progress.
Internal data from Autumn 2021 to Autumn 2022 shows that the majority of pupils with SEND and those in receipt of pupil premium made progress in Years 3-6 in PIRA/PUMA/Salford tests.
In Year 6 SATs 78% of children in receipt of Pupil Premium made good progress from their starting points in Reading and Writing. Progress was not as strong in Maths.
- To review access needs of any incoming pupils / adults and meet where Grade 2 Listing allows.
One pupil with a complex medical need was unable to be supported by the school, however this was not through lack of trying on the school's part. Further measures in terms of facilities need to be addressed.

Short/Medium Term Objectives:

- Ensure disadvantaged pupils and those who have special educational needs and/or disabilities, are able to make good or better progress in lessons and over time.
Pupils in receipt of Pupil Premium are making good progress as measured by the PIRA/PUMA tests. This is despite them having 2 years of disrupted education during the Covid Pandemic.
- To support staff to use appropriate systems to record, measure and report on the progress of disadvantaged pupils that are working below Age Related Expectations.
Our new Insight Tracking system is making it easier to demonstrate children's progress.
- To support staff to use appropriate systems to record measure and report on the progress pupils make in less –academic areas such as, social and emotional development, communication and language skills, health and well-being, skills for life and engagement with the community.
Our Child and Family Support Worker is now fully trained in Thrive and these profiles help to show children's progress with SEMH/Pastoral and their next steps.
- Improve attendance for vulnerable pupils to be in line with attendance for their peers, and provide extra support where necessary in class.
Our CFSW works with our Admin/Attendance officer on a fortnightly basis to support families who are struggling with attendance issues. Families are supported appropriately. Our rates of PA across the school is reducing.
- Audit of the school community to understand who we work with and what their needs are.
Not completed. However, Parent Questionnaires are sent out regularly and any comments are acted upon.
- Shade for EYFS outside area to allow better access for all to the full curriculum.
Parasols have been purchased and are being used.

Longer Term objectives:

- Upgrade accessible toilet facilities to enable full access to disabled users.
This still needs to be completed as the current accessible toilet is not fit for purpose.

Ongoing objectives 2022 - 2025

Objective	Lead	Desired outcome
To ensure all learners have equal access to the curriculum, irrespective of disability or special educational need.	SENDCo	Continual CDP training for staff in order to reduce barriers to learning.
To ensure vulnerable children make good progress and, where appropriate, accelerated progress.	All staff	Good progress for all pupils
To review access needs of any incoming pupils / adults and meet where Grade 2 Listing allows.	Headteacher	Adequate access to curriculum and building

Short/medium term objectives 2022 - 2025

Objective	Lead	Desired outcome
Ensure disadvantaged pupils and those who have special educational needs and/or disabilities, are able to make good or better progress in lessons and over time	Headteacher Senior Leadership Team	All pupils make at least good progress. Staff are aware of the academic progress pupils are making and supporting them to 'close the gap' with their peers.
To support staff to use appropriate systems to record, measure and report on the progress of disadvantaged pupils that are working below Age Related Expectations.	Senior Leadership Team Class teachers	School is able to demonstrate the progress that is being made by disadvantaged pupils and use this information to plan for next steps.
To support staff to use appropriate systems to record measure and report on the progress pupils make in less –academic areas such as, social and emotional development, communication and language skills, health and well-being, skills for life and engagement with the community.		Staff can better support pupils and can report on the progress pupils are making in all areas of their personal development.
Continue to improve attendance for vulnerable pupils to be in line with attendance for their peers.	Senior Leadership team	Less impact on learning from sessions missed.

Provide extra support in class where possible for those children who do have poor attendance in order to fill gaps created by absence.	Class teachers	
Complete accessibility audit in order to plan for works that will make the building more suitable for a range of needs.	Headteacher Governors	The school building will be fit for purpose and have reasonable adjustments for a more diverse range of needs.
Ensure the resources used cross school reflect the experiences of the children as well as showing them the wider world around them.	Senior Leadership Team Subject Leaders	Children able to see positive reinforcements of themselves within resources, texts and images.
Audit the planning used across school for accuracy in religious and cultural representation.	Senior Leadership Team Subject Leaders Governors	Children are being given accurate information about world religions including Christianity.
Ensure festivals and celebrations of a variety of different cultures and beliefs are recognised across the school. Invite leaders of different faiths from within the local community into the school.	Headteacher Governors Class teachers	Cultural and religious tradition and celebrations are recognised and understood across the school.

Longer term objectives

Objective	Lead	Desired outcome
Upgrade accessible toilet facilities to enable full access to disabled users. The upgrades must ensure that the facilities are accessible; clearly marked with key features clear using defined colours and that they are placed to maintain the dignity of all users.	Headteacher	Accessible facilities will be fit for purpose, ensuring that individuals' dignity is maintained.
Upgrade facilities to ensure that there are facilities for nappy changing so that children who need supporting with this are able to access schooling here.	Headteacher	School is accessible for children still needing support in toilet training.