

# Pownall Green Primary School

*Love learning, love life!*

## Equality Policy and Plan

<b>Aligned staff:</b>	Headteacher (Julie Kersh)
<b>Aligned governor:</b>	Chair of Governors (Mark Harley)
<b>Policy reviewed:</b>	October 2022
<b>Next Review:</b>	October 2023

### Context

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

### Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by 7 principles:

#### **Principle 1: All learners and stakeholders are of equal value.**

We see all learners and potential learners, and stakeholders, as of equal value:

- o whether or not they are disabled
- o whatever their ethnicity, culture, national origin or national status
- o whatever their gender and gender identity
- o whatever their religious or non-religious affiliation or faith background
- o whatever their sexual identity.

#### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- different genders and gender identifications

**Principle 6: We consult and involve widely.**

People who are affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- different genders and gender identifications.
- people of all sexual orientations

**Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- different genders and gender identifications
- people of all sexual orientations

### **Action plans**

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan (see appendix 1). The objectives which we identify take into account national and local priorities, as appropriate.

We review our action plan annually and report annually on the progress towards achieving the equality objectives we have identified.

### **The curriculum**

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

### **Ethos and organisation**

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

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

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, will provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Roles and responsibilities**

10. 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.

11. A member of the governing body has a watching brief regarding the implementation of this policy.

12. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:-

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- regard people of all faiths, races and cultures with respect and tolerance;
- support the school's approach and commitment to equality and comply with the provisions of the Act and this policy.

Visitors (including parents, carers and contractors) are expected to –

- support the school's approach and commitment to equality and to comply with the provisions of this policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

## **The Equality Act 2010**

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK antidiscrimination laws. The Act defines types of unlawful behaviour in relation to persons with protected characteristics. The Act applies to all schools and academies including maintained and nonmaintained special schools.

As part of the school's commitment to eliminating conduct prohibited by the Act, guidance on the provisions of the Act (and how those provisions apply to schools) is contained in Appendix A. The guidance provides information about the types of behaviour which are unlawful under the Act and information about the characteristics which are protected under the Act.

## **The Public Sector Equality Duty**

The Act also introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate specific equality duties which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

Guidance on the Public Sector Equality Duty and the specific equality duties and how they apply to schools is contained in Appendix A. Information in relation to how the school is complying with its general and specific duties is detailed below and in the Appendices referred to. In particular:-

- examples of how the school has due regard to the three strands of its general duty are set out in Appendix B;
- details of how the school complies with its duties in relation to disabled pupils and members of staff are included in Appendix B;
- the school's current equality objectives are detailed in Appendix C;
- the school's accessibility plan is set out in Appendix D.

To assist with the duty to have due regard, the school will assess the equality implications in relation to all new policies, procedures and projects. This will help the school to ensure that it is not unlawfully discriminating against certain individuals or groups and that the school is ensuring that diversity, equality and inclusion run through all areas of school life.

The Governing Body and the school's leadership team will keep written records of all relevant decisions and actions including notes of Governing Body meetings, senior leadership meetings, staff meetings and school council meetings.

The school's equality objectives are specific and measurable and have been arrived at as a result of consultation with staff, pupils, parents/ carers and members of the local community. The school will monitor and review its equality objectives in consultation with parents, pupils, staff and members of the local community as appropriate.

Information will be published on the school's website, including details of staff and governor training on the Act to demonstrate how the school is complying with its general duty. The school's website provides links to important equality information including a link to this policy and to the school's current equality objectives.

#### **Recruitment and training**

All members of school staff who are involved in recruitment will receive appropriate training on equality issues. Decisions concerning staff recruitment will be based on merit apart from in necessary or exceptional circumstances and where exceptions under the Act apply.

In accordance with provisions in the Act, the school will not enquire about the health of an applicant for a job until after a job offer has been made (unless the questions are related to an intrinsic function of the work for the job). Any necessary health questions will be asked after a job offer has been made and in all cases, any health related questions will be targeted, necessary and relevant to the job applied for.

The school is committed to ensuring that all members of staff and the school's Governing Body undergo training and development in relation to their duties under the Act and in relation to this policy.

#### **Information and resources**

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

16. All staff and governors have opportunities to jointly discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

#### **Religious observance**

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

#### **Breaches of the policy**

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

**Monitoring and review**

19. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

20. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, national origin and national status; and gender.

## Appendix A

### Guidance on the Equality Act 2010

#### (a) An overview

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply. The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas.

The Act defines types of unlawful behaviour in relation to persons with protected characteristics. The Act applies to all schools and academies including maintained and non-maintained special schools. The Act applies to schools as employers and also to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered.

Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal. In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Governing Body (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their against fellow employees, pupils or members of the public.

#### (b) Types of unlawful behaviour and protected characteristics

Types of unlawful behaviour under the Act are: -

- direct discrimination,
- indirect discrimination,
- harassment,
- victimisation.

#### (c) The protected characteristics under the Act are:-

- age,
- disability,
- race,
- religion or belief,
- sex,
- sexual orientation,

- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity.

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of **age, marriage and civil partnership do not apply to pupils**. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.

**Indirect discrimination** occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate”.

In the context of schools, examples of legitimate aims might be: - maintaining academic or other standards or ensuring the health, welfare and safety of pupils. Discrimination can include **associative discrimination** (when a person is treated less favourably because of their association with someone who has a protected characteristic) and **perception discrimination** (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

**Harassment** has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

**Victimisation** occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

#### (d) **Additional provisions relating to disability**

With regard to disability, there are two further types of unlawful behaviour, these are:-

- **Discrimination** arising from a disability,
- A failure to comply with the duty to make reasonable adjustments.

**Discrimination arising from a disability** is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

The **duty to make reasonable adjustments** now extends to a **duty to provide auxiliary services and aids**. The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff,



the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities.

Schools must also carry out accessibility planning for disabled pupils and members of staff under the Act. With regards to pupils, schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school 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. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

#### **(e) Positive action and positive discrimination**

New provisions in the Act allow schools to take positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim. Positive action is not the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

#### **(f) Exceptions and exclusions**

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavouring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

#### **(g) The Public Sector Equality Duty and supporting specific duties**

(h) The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the 'general duty'). The general duty applies to public bodies, including all schools and academies. The

general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have due regard to the need to:-

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it;
- foster good relations across all characteristics.

Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced **new specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty;
- prepare and publish equality objectives.

Schools are required to update published information at least annually and to publish objectives at least once every four years. The school's current equality objectives can be found in Appendix C.

## Appendix B

### How the school is complying with its general duty

#### 1. What the school is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- Conduct prohibited by the Equality Act 2010 is detailed in this policy which is available to all members of the school community through a variety of sources;
- The school's Equality Policy and equality issues in school are monitored by a nominated member of the school's Governing Body and by the Headteacher;
- The school provides training to staff and governors about their responsibilities under the Act and about equality issues;
- The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school;
- By planning ahead, the school will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extra-curricular activities and any residential visits. The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic;
- The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of pupils with protected characteristics. A record will be made of any equality considerations and will be published on the school website as appropriate;
- Equality considerations are taken into account in all school policies;
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The school will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they related to an intrinsic function of the work they do. The school will ensure that reasonable adjustments are made to the interview/recruitment process as necessary;
- The school will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure;
- The school is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The school will actively promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

#### 2. What the school is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The school knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;

- The school has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;
- The school collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the 2015 Ofsted Common Inspection Framework. This information will help the school ensure that pupils are achieving their potential, the school is being inclusive in practice and that trends are identified which will help to inform the setting of the school's equality objectives;
- The school uses attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed, RAISE on line will be used as this contains much detailed analysis by relevant characteristics;
- The school will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The school will collect, analyse and use data in relation to attendance and exclusions of different groups;
- The school will collect and analyse information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- The school will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The school will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The school has disabled access, a disabled toilet, disabled parking bays will be available if necessary;
- The school is fully aware of the dietary requirements of ethnic groups within school and makes for all of our pupils taking into account equality issues;
- The school will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The school will use a range of teaching strategies that ensures it meets the needs of all children;
- The school will provide support to children at risk of underachieving; the school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;
- The school will take positive action which is proportionate to address the disadvantage faced by particular groups of children and staff members with particular protected characteristics, such as targeted support.

3. **What the school is doing to foster good relations across all protected characteristics.**

- The school will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum;
- The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The school promotes a whole-school ethos and values which challenge prejudice- based discriminatory language, attitudes and behaviour;
- The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;

- The school includes the contribution of different cultures to world history that promote positive images of people;
- The school provides opportunities for pupils to listen to a range of opinions and empathise with different experiences;
- The school promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The school will review relevant feedback from the annual parents questionnaires and from parents' evening, parent partnership meetings, comments box, from issues raised in annual reviews of statements or EHCPs or reviews of progress on SEN support plans personalised provision maps, mentoring and support;
- The school will secure and analyse responses from staff surveys, staff meetings and training events, review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.

## **Appendix C – Equality Objectives (Updated October 2021)**

### **How the school has developed its objectives:-**

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:-

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are specific and measurable – they meet the school's needs and are achievable;
- The objectives are integrated into the school improvement plan;
- The school will publish its objectives on the school's website;
- The school will report annually to the Governing Body on progress towards achieving the objectives;
- Evidence will be published on the school website of the steps being taken and the progress towards meeting these objectives;
- Evidence of steps taken and progress made towards meeting past objectives will also be published;
- The objectives will be reviewed annually and will be updated at least every three years.

Appendix C

**POWNALL GREEN PRIMARY SCHOOL**

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**EQUALITY OBJECTIVES 21-24**

Equality objective	Reasons for objective. Key issues for the school. How the objective will be implemented and who will have responsibility for monitoring the progress of the objective.	Timeframe	Success Criteria
<p><b>Principle 2: We recognise and respect difference.</b> To introduce texts from ‘no outsiders’ across the school through the PSHE scheme of work</p>	<p>PSHE resources audit showed gap with texts on protected characteristics</p>	<p>End of academic year 2021-22 then on-going</p>	<p>Children are able to identify and talk about issues covered by texts.</p>
<p><b>Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.</b> To continue to develop our harmonious, happy, diverse, tolerant school community through embedding the use of Restorative Approaches.</p>	<p>Need to develop more consistent use of RA at lunchtimes and playtimes.</p>	<p>End of academic year 2021-22 then on-going</p>	<p>Consistent use of RA by all staff evident. Increased awareness of RA by all stakeholders.</p>
<p><b>Principle 4: We observe good equalities practice in staff recruitment, retention and development.</b> To develop systems to support staff wellbeing</p>	<p>Impact of pandemic on staff wellbeing and mental health.</p>	<p>End of academic year 2021-22 then on-going</p>	<p>Staff feel supported and experience a good work life balance.</p>
<p><b>Principle 5: We aim to reduce and remove inequalities and barriers that already exist.</b> <b>Principle 6: We consult and involve widely.</b> To continue to develop our SEND provision</p>	<p>New ways of working have been introduced by the Local Authority.</p>	<p>End of academic year 2021-22 then on-going</p>	<p>Parents and pupils feel they have a voice to shape the agreed provision.</p>





## **Appendix D**

### **ACCESSIBILITY PLAN**

#### **1.0 Roles and Responsibilities**

The Governing Body of Pownall Green Primary School have given responsibility for implementation of this policy to the Headteacher. On an operational basis, the responsibility for leadership, organisation and evaluation of this policy will be undertaken by the Headteacher.

#### **2.0 Suggested Audience**

Governors, all school staff, parents and pupils.

As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the procedures outlined in this policy. Future changes as a result of new legislation and guidance from other national bodies will also form part of a programme of Continuing Professional Development.

#### **3.0 Related Policies**

This policy is one of a suite of policies which should also be referred to:

- Equality Policy

#### **4.0 Introduction**

Pownall Green Primary School is an inclusive school, welcoming all pupils, whatever their ability, need or background. The school will take all reasonable and practical steps to ensure that every student has full access to a broad, balanced and relevant curriculum, which is compellingly taught by inspiring professionals. This accessibility policy will be further developed in collaboration with other members of the school community to ensure that stakeholders' views influence the school's actions and priorities.

#### **5.0 Aims and objectives**

Pownall Green Primary School will take every reasonable step to ensure that all pupils have full access to the curriculum and learning opportunities provided by this school. The Governing Body will ensure that disabled pupils and staff are treated fairly and not disadvantaged wherever possible.

The Governing Body will use its resources efficiently to make reasonable and sensible adjustments, to ensure disabled pupils and staff have maximum access to the school's resources. Pownall Green Primary School will comply with all aspects of the Equality Act (2010) and make plans, in collaboration with its school community to:

- Ensure increased access for disabled pupils to the curriculum. By 'curriculum' we mean teaching and learning as part of the timetabled school day, the extended curriculum, which includes enrichment activities at the end of the day or at weekends, in holidays and, on school visits, trips and residential.
- Ensure improved physical access to the physical environment of the school. This refers to access and egress, washing and toileting, dining and access to major curriculum areas.
- Ensure reviewing and where relevant, improving the delivery of written information to disabled pupils, staff and parents. The school will make every effort, through the use of digital technologies, translation services and assisted services (such as Braille) to ensure that every pupil, member of staff and parent has access to information; presented clearly and when required.

#### **6.0 Accessibility Plan**

Pownall Green Primary School will prepare an accessibility plan, in collaboration with pupils, staff, parents and community members. The Accessibility Plan will be published on the school's website and will be time specific.

#### **7.0 Monitoring and Review**

The Headteacher will provide the Governing Body with a written report on the implementation of the school's accessibility policy and plan annually. The report will not contain any information which would enable any individual to be identified.

#### **8.0 Approval by Governing Body and Review Date**

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

## Accessibility Plan 2021-24

Action	Success criteria	Who?	Review date	Progress
Increase access for SEND pupils to the curriculum :				
Ensure appropriate software is available and used in school to improve access to the curriculum	<ul style="list-style-type: none"> <li>Children use computer / tablet based resources to develop strategies to overcome difficulties</li> </ul>	Nina Nikolaides - IncCo	July 2022	Lexia is already established for identified pupils
To ensure that staff understand the issues for children with sensory impairment with vision and hearing	<ul style="list-style-type: none"> <li>Staff are able to adapt the classroom for children with sensory impairment with vision and hearing</li> </ul>	Sensory Support Service	Dec 2021	
To ensure children who struggle with emotional/behavioural regulation develop strategies to enable them to continue to access the curriculum	<ul style="list-style-type: none"> <li>Teachers feel more able to support children with emotional/behavioural regulation difficulties</li> </ul>	Behaviour Support Service	July 2022	All staff Team Teach trained Feelings check-n Body mapping New behaviour policy
Improve access to the physical environment of the school :				
To review signage around school and make sure that it is accessible to all	<ul style="list-style-type: none"> <li>All children, staff and visitors are able to navigate around school successfully</li> </ul>	Nina Nikolaides - IncCo	July 2022	
Increase accessibility of school information to pupils, staff and parents :				
Ensure reasonable adjustments are made for carers with access needs so they can fully support their child's education	<ul style="list-style-type: none"> <li>School information is available to all parents and carers in an appropriate format</li> </ul>	Nina Nikolaides - IncCo	July 2022	

Adopt a proactive approach to ensure staff, pupils and parents inform school if they need information in an alternative format	<ul style="list-style-type: none"><li>Identified people receive information in an appropriate format</li></ul>	Nina Nikolaidis - IncCo	July 2022	Information is sent electronically assisting people who have difficulties accessing hardcopy information
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