



## E. School Equality & Accessibility Objectives & Action Plan 2021-22

### Context:

### Equality:

- *International spotlight on continuing structural and systemic inequalities across the world following the death of George Floyd in the USA & issuing an Equality – Everyone's Business Anti-Racism Toolkit by Notts County Council Spr 2021*
- *As a small school, with mostly white British children and few with visible disabilities, the teaching of diversity and appreciation of those with differences is important. This is crucial to the school ethos to respect and value all.*
- *The new PSHE Policy & Curriculum phased in from Aut 2020*
- *The use of pejorative discriminatory language in school is very rare and is addressed with pupils involved & their parents with subsequent monitoring.*

### Accessibility:

- *The school had significant modifications to ensure access for pupils with physical disability (wheel chair access & disabled toilet & changing facility) & visual impairment (visual contrast & room lighting / blinds etc.) in 2005 to meet the needs of a new pupil with a wheel chair and a pupil with VI. In 2006 the school had an office extension also with DDA compliant specification. Subsequently the doors from the hall have been changed & widened to meet current regulations (2015). The fire evacuation system updated to latest DDA spec. to include flashing lights in each room as well as sounders (Summer 2020).*
- *In autumn 2020 PDSS did an accessibility assessment for a pupil to include the need for wheelchair access in future – no modifications/adjustments were required.*

Key objectives:	Key milestones to achieve success criteria by July 2022		
E.1 The ensure that embedded within all subjects of the school curriculum is an inclusive celebration of achievement of people of different genders & races, and reflects our multicultural society & world diversity - promoting an understanding of our culture and contrasting cultures, races and world views.	<p style="text-align: center;"><b>by end of Dec 2021</b></p> <p>School engaged in We Act national &amp; global partnership.</p>		
		<p style="text-align: center;"><b>by end of March 2022</b></p> <p>School has participated in We Celebration day (a global inclusive celebration day).</p>	<p style="text-align: center;"><b>so that by July 2022</b></p> <p>Curriculum review is complete.</p> <p>Our link with Burundi has been reviewed (with a view to maintaining an international link)</p> <p>Year 5 &amp; 6 have completed Leadership Award which includes global &amp; local community elements.</p>

E.2 To Support Teachers To Become Effective Anti-Racism Practitioners	<b>by end of Dec 2021</b> Staff have received up to date CPD on Equality & the Anti-Racism Toolkit	<b>by end of March 2022</b>	<b>so that by July 2022</b>
E.3 To Promote Racial Literacy & Anti-Racism For Our Pupils In Order that they are confident to embody these principals – children are empowered to speak out when they see racism in action & prepared for life in modern Britain & our world.	<b>by end of Dec 2021</b>	<b>by end of March 2022</b>	<b>so that by July 2022</b> Pupils understand that we are all equally precious but all different. They understand difference should be valued and that it is wrong to believe any groups (e.g. race, gender etc.) is of less worth than another.
E.4 To raise awareness of disability and equality through our sports partnership inclusion events & the Paralympics	<b>by end of Dec 2021</b> Children have an increased awareness of inclusion in sport through participation in Paralympic inclusive events (Paralympic celebration)	<b>by end of March 2022</b> •	<b>so that by July 2022</b> Children have participated in inclusive intra & interschool sports events & have paralympic visitors into school.  Children have engaged in partnership with Sherwood House Residential care home.
E. 5 All Pupils are able to <b>access</b> the school facilities & school curriculum.	<b>by end of Dec 2021</b>	<b>by end of March 2022</b>	<b>so that by July 2022</b> Children have participated in inclusive intra & interschool sports events provided by Sports Partnership.  Any school adaptations have taken into account access for pupils with disability.

Evaluation methods for measuring progress against the milestones eg.

Pupil Interviews  
Staff interviews

# **Linby cum Papplewick C.E. (Aided) Primary School**

## **EQUALITY POLICY**



*Based On Nottinghamshire Model School's Equality Policy*

### **EQUALITY STATEMENT**

#### **Equal Opportunities - A Definition**

Equal Opportunity means offering the same chances to everyone without pre-judgement, with specific reference to race, sex, belief, culture, age, sexual orientation or disability.

#### **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race

- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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.

In fulfilling our legal obligations we will:

- Recognise, value and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment (see Equal Opportunities in Employment Statement & NCC Guidance on Equality & Diversity In Employment) , retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **OUR ETHOS & MISSION**

### **Excerpts from Mission Aims**

To create an environment which is <sup>a</sup>welcoming, <sup>b</sup>loving, <sup>c</sup>caring, <sup>d</sup>supportive, <sup>e</sup>open & honest, <sup>f</sup>trusting, <sup>g</sup>safe, <sup>h</sup>challenging, <sup>i</sup>positive

To understand, respect and value difference in <sup>a</sup>individuals, <sup>b</sup>cultures and <sup>c</sup>beliefs.

Equality of opportunity for all (no discrimination on any grounds including <sup>a</sup>gender, <sup>b</sup>race, <sup>c</sup>creed, <sup>d</sup>culture, <sup>e</sup>level of ability, or <sup>f</sup>disability).

To promote a Christian ethos and to apply it to every aspect of the school. To encourage Christ like attitudes and behaviours (love, hope, courtesy, trustworthiness, openness, honesty, forgiveness, grace, patience, self-control, humility, care, self-sacrificing, stewardship) and the Christian values of the school.

### Excerpts from Ethos Statement Values

- Loving **relationships** are of the highest priority (relationship with God (prayer & worship), each other and wider creation); – Deut. 6:5 , Matt 22:37-40
- **Every person** is **loved** by God; (John 3:16)
- Every person should be **loved, valued, respected** and be **listened** to; (Children are loved and respected – Matt 19:13-14)
- Every person is **unique** - with unique gifts, abilities, needs, interests, personality and experiences and a unique calling;
- We believe that everyone is a learner and should be encouraged, supported and challenged to become who they are called to be. People's gifts, abilities, needs, interests, personality, experiences and calling may all **change** with time;
- The unique nature of each individual (our identity) is fully manifested & expressed only in **relationship** to others. (1 Cor: 12).
- We see everyone as made in **God's image** – as such having **choice** and thus being a **creative** being;
- We **respect** every individual's God given **freewill** and therefore choice of values, faith and belief system;
- **Equality** - We affirm the God-given value of each person and believe in the equal value of all. We stand for respect and freedom for everyone and understanding between people of different opinions;
- **God's love** should permeate all that happens in school;
- We seek to be an **inclusive** school with an inclusive curriculum;

## **AIMS**

To provide an educational environment where everyone, is valued equally and with respect.

To develop equal access to learning experiences and social activities within school.

To challenge discrimination and prejudice.

An Equal Opportunities philosophy will be practised by and towards all staff.

To ensure that teaching styles and approaches value the child as an individual.

To provide opportunities for pupils to develop a respect and understanding of many cultures and religions.

## **Practice**

### **1. Admission**

The school follows the Governing Body Admission Policy, which does not permit, sex, race, colour or disability to be used as criteria for admission.

### **2. Registration**

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

### **3. Discrimination**

All forms of discrimination by any person within the school are to be treated seriously. It should always be made clear to offending individuals that such behaviour is unacceptable.



### **3.1 Staff**

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed, based upon merit in accordance with legislation (as a Church of England school with a Christian ethos some appointments will necessitate criteria in the employee specification relating to faith or disposition to supporting and upholding the Christian ethos of the school – see Recruitment and Selection Policy & Recruitment and Selection Equal Opps. Policy).

Staff should be aware of possible prejudice within their own attitudes.

### **4. The Curriculum**

All pupils must have access to the school's curriculum. The curriculum must be balanced and sensitive.

### **5. Language**

The school views linguistic diversity positively.

Staff must be conscious of any racist or sexist connotations in the language they themselves use.

### **6. Resources**

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins.

Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.

### **7. Accommodation**

Disabled access is covered in the Disability Equality Scheme and Access Policy and compliance to D.D.A. regulations.

**An Equal Opportunities Statement describing how the Equal Opportunities Policy will be reflected in practice within school.**

- 1 Ensure through the Whole School Plan that every child has equal access to the curriculum, despite the differences they may encounter in the way they move through school.
- 2 Ensure children who are struggling in an area of the curriculum, or working at a very high level, are catered for through clearly differentiated activities and if necessary, extra provision through the staged code of practice procedures.
- 3 Ensure that achievement in all areas of school life are acknowledged, celebrated and shared. Teachers will ensure that all children have successes / achievements which are celebrated in weekly "Good Work" assemblies at some stage during the year.
- 4 Monitor use of resources, equipment and activities to ensure girls and boys have equal access.
- 5 Be constantly aware of gender groupings and positively encourage girls and boys working together.
- 6 Make full use of a wide range of resources that show we live in a culturally diverse society.
- 7 Ensure that our teaching of Christianity is from a multi-cultural approach.
- 8 Through the things we do, the places we go and the people we involve we will take opportunities to challenge discrimination and prejudice.
- 9 Continue to keep as a high priority the purchasing of resources to depict positive images of all groups.
- 10 Use opportunities through all subjects of the curriculum to study groups eg: Role of Women, Black People, differently abled.
11. Hold parents meetings at different times (where possible) and make child-care facilities available (where possible) to facilitate parents attendance.
12. Continue to look for the "hidden messages" that we may be promoting unintentionally and be open to comments and suggestions (e.g. displays, resources, uniform requirements).

## **Multicultural Education**

### **Aims**

To promote respect and understanding of our multi-cultural society.

Recognise and value diversity in a positive way.

Value all pupils and adults equally.

Develop attitudes which promote self-esteem for every child and the fostering of mutual respect and understanding between individuals and groups.

### **Objectives**

1. To refute stereotypical images of lifestyles, occupations, human characteristics, status or cultures.
2. Provide positive images through stories, historical & geographical materials, mathematical & scientific inventions, artefacts and music or within any kind of information giving.
3. Develop a knowledge of the pupils own society, culture and customs to enable them to compare and contrast with other societies, cultures and customs.
4. Use local resources wherever possible, to ensure children have the opportunity to use first hand learning experiences.
5. Identify attitudes which raise self esteem and enables pupils to work together in harmony.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in

order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Head Teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.

School Community	Responsibility
Non -Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.</p>
Parents/Carers	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community can read the Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

## **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **Summer 2021**

Date to be reviewed by the Governing Body **Summer 2023**