



Bishop Rawstorne Church of England Academy

## Accessibility Race/Gender/Equality Policy

*'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'*

*James 3:17*

**FORTITER ET FIDELITER**

*Bravely and Faithfully*

This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

---

<b>Review date:</b>	<b>March 2024</b>
<b>Date of next review :</b>	<b>March 2025</b>
<b>Reviewed by:</b>	<b>P Almond</b>
<b>Approved by DHT</b>	<b>March 2024</b>

## **THE CHRISTIAN COMMUNITY**

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

## **CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY**

Our aim is to ensure that you feel happy, safe and secure in your school.

### ***We believe:***

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA)

***'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day to day activities.'***

### **Key Objective**

We at Bishop Rawstorne are committed to providing a rich and inclusive environment. To enable all students to participate fully in the School Community by identifying and eliminating barriers that could prevent this.

It is our intention through our accessibility plan and policy:

To continue to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students with a disability.

In order to achieve our objective we will need to continue to develop three key areas in School:

- Access to the curriculum
- Access to the physical environment
- Access to information

### **Access to the Curriculum**

In order to reach our objective to ensure that all students achieve their full potential we will:

- Ensure that transitional issues are addressed and relevant information is collected and disseminated to all colleagues - this will be undertaken by the Heads of Year, the SENCO, DSL's and members of SLT. Ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

**Our student related targets in this area are:**

To ensure that students are involved in and listened to in their reviews and any documentation referring to them.

To ensure that all identified as needing additional support are both monitored and mentored and appropriate support/guidance is sought.

Ensure good working relationships with parents, carers and the community.

**Our parent/guardian related targets are:**

To involve parents/guardians in initial planning and any documentation referring to them.

To ensure that each parent/guardian has details of and access to relevant staff involved with their son/daughter.

To ensure that a record of all relevant professionals/agencies involved with the student is available to parents/guardians and colleagues.

Ensure that the school offers a balanced curriculum that is accessible to each student and promotes high standards of attainment and achievement.

Ensure that the learning needs of students with additional educational needs or other such issues are identified and assessed as early as possible, and their progress is closely monitored.

Ensure that all staff are involved in planning and meeting the needs of vulnerable students including those with additional educational needs.

Ensure that all staff receive relevant and CPD.

Ensure that School liaises with outside agencies effectively to meet the needs of staff and students.

**Liaison targets include:**

Match the needs of students with relevant documentation, for example and EHC plan or other educational needs to appropriate external agency support.

Engage in regular multi-agency meetings to ensure that student needs are met.

Engage in joint training, utilising the expertise of partners.

**Access to the Physical Environment**

School, with some support from other relevant agencies takes account of the needs of students and visitors with physical difficulties and sensory impairments when planning building changes and will continue to do so when undertaking future improvements and refurbishments of the site and premises.

School will review its existing audit of facilities and develop ways of making the physical environment more accessible.

School will continue to consider the specific requirements of students with different impairments and how these can be catered for in School.

School will continue to seek and follow advice of services such as other schools, Local Authority, the government and independent bodies to achieve best practice.

### **Access to Information**

School will continue to audit existing methods of providing information and media utilised, develop these to improve accessibility.

All staff has access to relevant student information and this information is available on the school teachers drive. In addition they receive regular individual email updates from key staff with student information/feedback requests.

School will continue to make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.

### **Race/Gender Equality**

Our aims reflect:

- A need to promote and support mutual respect and understanding amongst all those at work in, and use the services of, our school.
- A clear stand against racism and intolerance within school and the local community.
- A commitment from staff to keep under constant review the teaching and learning strategies within the classroom.
- The provision of a broad curriculum for all students which reflects the diversity of the society in which we live.
- The need to value children's own experiences.
- The need to monitor and review the school's policies and practices, including employment opportunities and teacher expectation, so as to reflect the philosophy and ethos of the school.
- The need to avoid bias and stereotyping in all areas of the curriculum.

Carefully planned and timely executed strategies are essential in creating a harmonious atmosphere where students can develop to their full potential. As a school we already do much to further these aims. We monitor student performance in tests on a gender basis. We ensure that opportunities are available to all. Our library resource-centre is well stocked with both displays and a selection of fiction and non-fiction literature from around the world. We try to ensure that visiting speakers and outside agencies that work with school reflect the diverse society in which we live.

### **Implementation**

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

#### Discrimination

- We reject any form of discrimination. All forms of discrimination within school will be treated seriously.
- Such incidents will be monitored and recorded. Incidents will also be available to Trustees.
- It will be made clear to offending individuals that such behaviour is unacceptable.

#### Students

- If subsequent incidents occur, parents will be involved.
- Racist symbols, badges and insignias on bags are forbidden in school.
- Graffiti is forbidden and will be removed immediately.

#### Staff

- Staff appointments will be made based upon strict professional criteria.
- The school values diversity amongst staff and associate teachers.
- Staff should be made aware of the historical and contemporary processes which have caused and may continue to sustain racism. Knowledge of the background and experience of ethnic minority students is fundamental to successful teaching and learning strategies.
- Staff development will seek to heighten awareness of difference in need.

#### The Curriculum

- All students are entitled to access to the curriculum.
- The curriculum will be balanced, objective, sensitive and free from bias and stereotyping.
- Differentiation will be used effectively to raise standards of achievement.

#### Resources

- The school will endeavour to provide for all students according to their needs, irrespective of sex, ability, race, ethnic or natural origins.
- Where possible, staff will ensure that resources used in all curriculum areas are non-sexist, multi-cultural and contain positive images of all groups.
- Students should have access to accurate information about similarities and differences between cultural groups.

#### Monitoring and evaluation

- Teaching arrangements will be reviewed regularly in relation to learning and attainment. It will be necessary for Curriculum Leaders, Head of Year and SLT to assess whether any changes made have been effective.
- The school will report annually to governors on the progress of different groups of students and endeavour to ensure that provision matches all student needs.
- Analysis of the performance of girls and boys in examinations and tests will be carried out in all areas of the curriculum by Curriculum Leaders, Head of Year and SLT

- The school will ensure that recruitment programmes are equally directed to all groups.
- An annual review of policy will be carried out by the Headteacher and the SLT. This review will be presented to the governors each academic year.
- All racist incidents are reported to Lancashire County Council in the approved manner.

**This policy will be reviewed and amended on an annual basis.**