CHRIST CHURCH C.E. FIRST SCHOOL

-Equality and Accessibility Policy-

Headteacher: Mrs A Graham

Chair of Governors: Mr M Bird

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At Christ Church First School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of ethnicity, gender, disability, faith or religion or socio-economic background. This is underpinned by our values which support all members of our school community to "Be the best you can be in God's beautiful world."

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life

The achievement of pupils will be monitored by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Christ Church First School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

3. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Public Sector Equality Duty which replaced the Equality Act (2010).

The action plan at the end of this document outlines the actions the school will take to meet the general duties detailed below.

3a. Ethnicity Equality

The General Ethnicity Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different ethnic groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for ethnicity equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

3b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not, in itself, mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

3c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality
- Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

3d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

The school follows the Church of England guidance contained in Valuing All God's Children.

3e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

4. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using some of the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, school council;
- Input from staff surveys or through staff meetings / INSET;

- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

5. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will
- continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to
- their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for
- jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to
- people with disabilities, and also strive to make school communications as inclusive as possible
- for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic
- background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the head teacher's role to implement the school's Equality Plan and he is supported by the
- governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that
- teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that noone is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum,
- and promotes respect for other people and equal opportunities to participate in all aspects of
- school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or
- discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain
- awareness of the school's Equality Plan.

- All staff will strive to provide material that gives positive images based on race, gender and
- disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious
- incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a
- positive way against any discriminatory incidents.

6. Tackling discrimination

Harassment on account of ethnicity, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of ethnicity, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

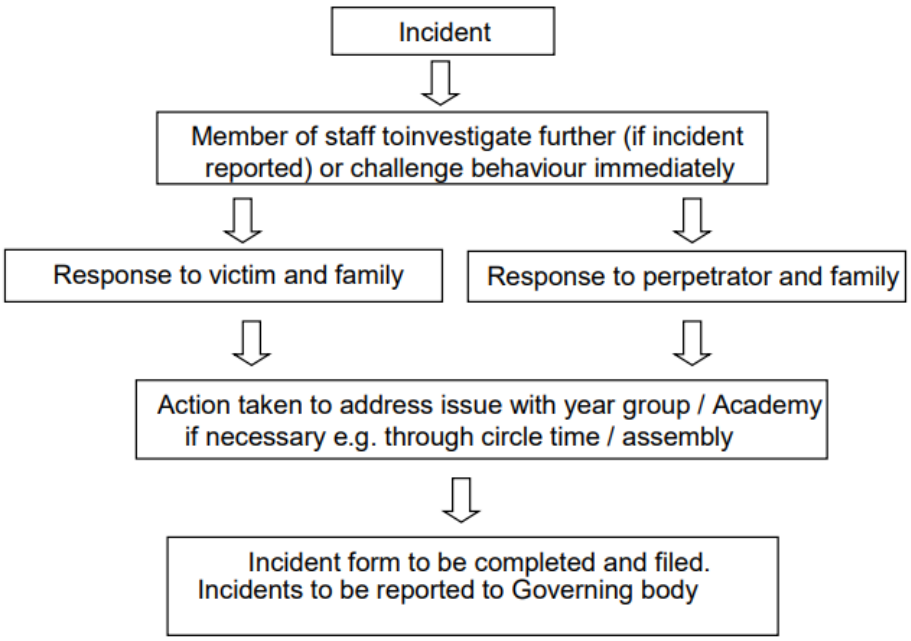
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation or gender identity.

Responding to and reporting incidents



7. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and
- other communications
- Make sure hard copies are available
- Send copies home in a format that will permit it be read using AI

ACCESSIBILITY PLAN 2023-2026

At Christ Church First School, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

Definition of a disability

"A physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities'."

This Accessibility Plan has been drawn up to cover a three-year period. The plan will be reviewed annually.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and, therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year period in order to inform the development of the new plan for the following period.

The plan will be monitored through the Local Governing Committee. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Training

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter of disability discrimination and the need to inform attitudes on this matter.

EQUALITY OF OPPORTUNITY OBJECTIVES

The accessibility objectives will be evaluated within three years and the equality objective will be evaluated after four years. If you have any concerns regarding this plan please contact the headteacher.

Objective	Action to be taken	Outcome	Person responsible	Timescale
To ensure all staff are aware of any pupils with disabilities and ensure access to the curriculum for these children	Create care plans for individual pupils and share with class teacher and TA Pupil passports completed for all pupils	All staff are aware of the needs of individual children Needs are met through plans and personalisation of learning	NB/class teacher	Ongoing
Relevant training on specific disabilities to raise staff awareness	Access specific training where relevant to ensure staff are informed	All staff can support pupils with individual needs	All staff	Ongoing
Ensure children with disabilities are able to participate in all areas of the curriculum, extra-curricular activities and lunch time activities	Ensure that all activities are planned with thought to ensure inclusivity	All pupils are able to access all areas of the curriculum and that they and extra-curricular activities	All staff	Annually
Plan school trips carefully to ensure that all children are able to participate fully	Ensure that all trips are planned with thought to ensure inclusivity	All pupils can access trips	All staff	Annually
Ensure members of the school community with disabilities are able to access the site	Review site access to ensure that visitors can get into the building safely	There is a dedicated route into the building to allow access to school and events	AG/NB	Autumn 2023

Objective	Action to be taken	Outcome	Person responsible	Timescale
Ensure that library books and class readers are representative of all people in society	Purchase new books for the school to include greater diversity and disability	Children will be exposed to a wider range of diversity, making them aware of the world in which they live and fostering a greater understanding of difference	AG/RD	Spring 2024
Raise greater awareness of difference through worship and PSHE	Review current PSHE schemes to ensure they cover a wider range of diversity and disability Purchase a new scheme for worship	Children will be exposed to a wider range of diversity, making them aware of the world in which they live and fostering a greater understanding of difference	AG/EM/RD	Autumn 2023 Reviewed annually
Improve outcomes for pupils with social, emotional and mental health needs	Provide all pupils in need with access to the school ELSA Access to quiet areas during lunch times Sessions with school therapy dog Referrals made as required	Pupils will feel safe and secure in school Pupils will have access to quality support to help them cope with their difficulties Outcomes for pupils will be improved	AG/NB/HCB	Autumn 2023
Ensure all members of the school community can be evacuated safely	Risk assess children who may require support during fire evacuation Specific evacuation plans for individual children shared with staff Visitors signposted to exits at any event/meeting	Pupils are evacuated safely Visitors are evacuated safely	AG/All staff	Ongoing