



Crockerne C of E Primary School



<b>Name of Policy:</b>	<b>Accessibility and Equalities</b>
<b>Committee:</b>	<b>Safeguarding, Health and Safety, Premises and Finance</b>
<b>Date Ratified:</b>	<b>May 17</b>
<b>Next Review:</b>	<b>May 20</b>
<b>Chair of Governors Signature:</b>	
<b>Headteacher Signature:</b>	

## **EQUALITY STATEMENT**

### **Audience**

**Crockerne Church of England Primary School: Whole school community**

### **Purpose**

**To ensure we correspond with our legal duties and to reach our value statement 'Excellence for all in a caring community'.**

### **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)

And we have added:

- Socio-economic deprivation (as a characteristic specific to our school)

In order to meet our general duties, listed above, the law requires us to do 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 child**)
- Prepare and publish equality objectives

To do this 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. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Hate related incidents

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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 and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Our Vision**

**Excellence for all in a caring community**

## **Our Values**

Individual liberty

Mutual Respect

Tolerance

The Democratic Process

Rule of Law

Generosity

Compassion

Love

Respect

Friendship

Courage

Respect

Thankfulness

Trust

Perseverance

Justice

Truthfulness

Love

## **Addressing Hate Related Incidents**

This school is opposed to all forms of hate and we recognise that children and young people who experience any form of hate related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of hate in order to prevent any incidents. If incidents still occur we address them immediately and report them to IFT and the Local Authority using their guidance material. The IFT and Local Authority may provide some support.

## Responsibility

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

<b>School Community</b>	<b>Responsibility</b>
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.
Head teacher	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 and report hate and prejudice related incidents.
Senior Leadership 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 and report hate 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 and report hate related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report hate related incidents

School Community	Responsibility
Parents	<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 is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them in the Newsletter and on the School 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.

### **Examples of Good Practice already in place that demonstrate compliance with the general duty across the functions of the School**

- **We consult with parents via a questionnaire and the responses are positive**

- **Record and report any incidents of identity-based bullying. Follow-up with education work and support work, including families**
- **When available PCSOs visit the school throughout the year to promote community cohesion and village activities**
- **Children with disabilities are well supported in the school and in conjunction with external agencies**
- **Children in care make good progress due to the additional support that we provide for them**
- **We invite visitors from other religions into school to talk to children about their beliefs and practices**
- **All teachers are aware of disadvantaged children in their class and they are prioritised for intervention work**
- **SIAS report said outstanding relationships were fostered with all aspects of the school community ‘Crockerne Church of England Primary School is a welcoming, inclusive, Christian school community.’**
- **Collective worship schedule promotes positive equality images**
- **Active community cohesion through our Global club where all countries represented within the school are celebrated**
- **We follow local and national guidelines for equality when recruiting staff**

### **Stage 1: Understanding Our School Community – Pupils**

What is the school profile?

- How many children are on roll at the school?

**297 + 48 Nursery**

- What information on pupils is collected by protected characteristics?

**Using the SIMs data the following information was available:**

<b>Ethnic Categories</b>							
White British	<b>311</b>	White & Black Caribbean	<b>7</b>	Indian	<b>0</b>	Any Other Black Background	<b>0</b>
Irish	<b>0</b>	White & Asian	<b>4</b>	Pakistani	<b>0</b>	Refugee	<b>0</b>
Any other white background	<b>9</b>	White & Black African	<b>2</b>	Bangladeshi	<b>0</b>	Asylum Seeker	<b>0</b>
Traveller of Irish Heritage	<b>0</b>	Any Other Mixed Background	<b>0</b>	Any other Asian background	<b>0</b>	Any Other Ethnic Group	<b>0</b>
Gypsy/Roma	<b>0</b>	Chinese	<b>0</b>	Black Caribbean	<b>0</b>	Information Refused	<b>0</b>
White European	<b>12</b>	Any other Chinese background	<b>0</b>	Black African	<b>0</b>	Information Not Obtained	<b>0</b>

<b>Disability Categories</b>					
Not Collected	<b>345</b>	Needs Medication	<b>0</b>	Other Disability / Health Problem	<b>0</b>
No disability	<b>345</b>	Problems with Incontinence	<b>0</b>		
Problems with Mobility	<b>0</b>	Problems with Communication	<b>0</b>		
Problems with Hand Function	<b>0</b>	Problems with Hearing	<b>0</b>		
Problems with Personal Care	<b>0</b>	Problems with Vision	<b>0</b>		
Problems with Eating and Drinking	<b>0</b>	Problems with ASD / Aspergers	<b>0</b>		



Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	<b>87.24%</b>	<b>301</b>
SEN Support	<b>11.88%</b>	<b>41</b>
Statemented/EHP	<b>.86%</b>	<b>3</b>

Gender	
Girls	151
Boys	194

<b>Religion &amp; Belief</b>					
Anglican	<b>0</b>	Church of England	<b>0</b>	Sikh	<b>0</b>
Baptist	<b>0</b>	Hindu	<b>0</b>	No Religion	<b>224</b>
Buddhist	<b>0</b>	Jewish	<b>0</b>	Other Religion	<b>11</b>
Catholic	<b>8</b>	Methodist	<b>0</b>	Unknown	<b>5</b>
Christian	<b>101</b>	Muslim	<b>1</b>		

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered we identified any gaps or potential issues for pupils or other stakeholders in relation to the protected characteristics and our school specific characteristic of socio-economic deprivation and found the following

- **Attainment** – see SIP
- **Access to curriculum** – see SIP
- **Access to information** – see SIP
- **Access to physical environment** – see SIP

### Accessibility Plan for Crockerne C of E Primary from January 2012- January 2015

#### *Increased access to the curriculum for disabled pupils*

<b>Targets</b>	<b>Strategies</b>	<b>Time</b>	<b>Success Criteria</b>
To ensure that lessons provide opportunities for all pupils to achieve	Lessons address a variety of learning styles and are differentiated appropriately.  Children work in a range of ways - individuals, pairs, groups and whole class.  Interactive whiteboards are used appropriately to involve all children.	Ongoing  Ongoing  Ongoing	Lesson monitoring shows that lessons are pitched appropriately in all classes

	<p>Specific staff training for support staff and teaching staff dealing with children with difficulties e.g. dyslexic, , Downs Syndrome.</p> <p>Any children with vision impairment v provided with modified texts in large print where appropriate, as well as following any recommendations from the Vision Support Service.</p> <p>Children with hearing impairment wo sit close to the class teacher or LSA to ensure they can access the curriculum</p> <p>Children are provided with opportunities for recording in different formats e.g. tape recordings, drawings, computer. Nat investigate tape recorders.</p> <p>Classroom layout is well organised and free from clutter</p> <p>Classroom equipment is clearly labelled, with pictures/photos and words as required</p>	<p>Dyslexia-SENco as required Hearing impaired Downs Syndrome on going</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing- raise awareness at staff Briefing</p> <p>Curriculum walks</p> <p>Curriculum walks</p>	<p>Specialist teams will deliver appropriate training and the results will be seen in the classroom as required.</p> <p>Children provided with enlarged print</p> <p>Staff are aware of the children with hearing impairment</p> <p>Children use different methods of recording appropriate to their individu needs.</p> <p>Classrooms are tidy and free from Clutter</p> <p>Equipment is clearly labelled</p>
<p>To ensure that all children take part in physical</p>	<p>Spare PE kit will be available whenever possible for any child who needs it.</p>	<p>Ongoing</p>	<p>All children to take part In PE.</p>

activities	Children requiring additional help to access PE will be supported appropriately in line with their H & S plan.	Children who need additional support and Safety reasons identified in July following academic year	
School visits are accessible to all children irrespective of attainment or impairment.	Additional support staff are used to ensure that all children are able to access school visits. This includes the residential visit in Y6.	Ongoing	All children will participate in school visits unless there is a specific H & S issue in the short term.
School ensures that the needs of all individuals are met to the best of the school's ability	Continued development of a range of inclusion strategies e.g. nurture groups, feeling group , BIP and S & L provision, Learning mentors, Inclusion Workers, self-esteem and confidence building groups, multi-agency approaches.	Ongoing	There is a wide range of strategies and support for all children facing Inclusion difficulties.
	Staff are aware of children's difficulties and make time allowances/quantity of work allowances depending on the extra effort needed in order for the child to access/complete certain tasks	Ongoing	Staff differentiate time allowed and quantity of work produced for individuals
	School staff are trained to meet the needs of the pupils within their class- SENCO to provide training or recommend training as appropriate	Ongoing- especially in Transition in the term Summer term in preparation for classes in September.	Staff are aware of appropriate strategies To support the children in their class.

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	parents and visitors Make it part of school procedure to ask pupils, parents and visitors if they would like any help when reading/completing forms/letters		
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**Improvement to the Physical Environment of the school to increase access to education and all services**

Target	Audit Findings	Required Work (Where left blank no work required)	Barriers/Solutions	Actions	Timescales
Room 0.22 Room 0.24	No disabled entrance or exit. Threshold 190mm Door Width 800mm	Provide ramps and handrails min 1200mm wide	Finance barrier	SPHS to discuss and place in building plan.	
Playground1	No access to play area for disabled only by means of steps.	Painting nosings	Paint nosings	Paint edges to improve visibility	Paint nosings
Room 035	Threshold 160mm	Provide ramps and handrails min 1200mm wide	Finance barrier	SPHS to discuss and place in building plan.	
Avon Corridor – Double Doors	Threshold 150mm	Provide ramps and handrails – both sides	Finance barrier	SPHS to discuss and place in building plan	
Room 41 Room 44 Room 49 Room 53	Doors open to 800 mm wide. No action. But no handrails to ramps.	Provide ramps and handrails	Finance barrier		
Steps rear playground 3	Handrail only to wallside requires extra handrail RH side	Provide hand rail paint nosings	Finance barrier		Paint nosings
Rear playground 3	No access to reach playground or classrooms.	Provide ramps and handrails from cycle racks to room 96/97	Finance barrier		
Rear room 97	Steps 110	Lower to make ramp			



		to gain access to room and PG			
Room 96	Ramp 900 wide to narrow for any disabled equipment to turn	Widen ramp to 1200			
Top entrance steps to Severn building	Paint wearing on risers  No disabled access	Repaint risers in bright colours Major works for ramp from boiler house to steps.	Install ramp cost prohibitive	Lift repair in main hall for access to top classrooms and kitchen	
Main Kitchen Room 52	Door only 700 wide 600wide with emergency push bars	Unsuitable for disabled access or anyone with limited dexterity.	Liaise with Edwards and Wards regards disable access required.		
Kitchen W/C outside door	Door 700 wide	Change to 800 wide			
Kitchen W/C inside door	Door 700 wide – design not for disabled access.	Major alterations to internal fittings			
Kitchen step threshold	170 high	Lower or install ramp for access			
Rm 96	Steps to room 160mm	Alter steps to ramp for access	Cost prohibitive		
Disabled W/C	Measure 2.5x150	Meets all requirements			
Disabled W/C –	tendency of staff to use as store room	Clear out and relocate equipment			
Fire Alarms	Several buttons at 1400 level should be in the range of 900 – 1200. Majority fall within range	Alarms installed on continuous wiring significant work involved.	Consider if alarms upgraded		

Fire Alarms	System relies on an audible alarm. No visible indicator ie flashing lights	Find out price to add visible alarm	Consider when system upgraded.		
Room 80	Door 750 wide	Widen to 800 min clearance	Cost prohibitive	Consider with major works	
Room 81	Door 750 wide	Widen to 800 min clearance	Cost prohibitive	Consider with major works	
Rooms 80 – 81 Changing rooms	Difficult disabled access. Cannot gain access to toilet area at the rear. Taps have round fittings difficult to turn on.	Alter cubicles to extend width for disabled access. Change to lever taps	Cost prohibitive		
Room 72	Door 750 wide	Widen to 800 min clearance	Cost prohibitive	Consider with major works	
Door 34 – to senses garden	Threshold 80mm	Lower threshold or raise ramp	Cost prohibitive		
Door 33	Threshold 80mm. Emergency fire exit, leads to steps with impair disabled exit	Lower threshold or raise ramp.	Cost prohibitive	Consider with major works adding rails	
Corridor adjacent to boy W/C Severn Corridor	6 steps up to severn corridor. Access very difficult for disabled access as no handrail.	Provide handrails	Find alternative route if needed.		
Room 53	4 steps 150mm	Install lift by steps at toilet end	Cost prohibitive		
Room 48	Access to these				
Room 44	room extremely				
Room 41	difficult for disabled access, only entry is				

	from outside via ramp.				
Girls toilets	Toilets have 5 toilet pans, 5 basins. Taps are round head type and difficult for some disabled operation.	Change taps to lever type	Change taps /use alternative disabled toilets.		
Boys Toilets	2 WC, 3 urinals and 5 basins Taps are round head type and difficult for some disabled	Change taps to lever type	Change taps /use alternative disabled toilets.		
First Aid Room	Door 730 wide. Threshold 30mm	Change door entrance to 800 Lower Threshold to 15mm			
Avon Hall staff toilet	Outer door 720 Inner door 630. No disabled access. Cross head taps	Unable to change layout due to side walls. Change taps to lever	Utilise invalid toilet in children centre.  Change taps	Discuss access with CC staff	
Main office	Doors 750	Major change to layout. Doors, foyer entrance and Avon Hall	Cost Prohibitive		
	Seat no arm rests	Provide range with height 450 -475	Cost seating		
Main office WC	Doors 730 and 680, poor disabled access	Major works to widen door and toilet area	Cost Prohibitive		
Main Severn Hall,	No induction loop in	Provide system	Cost prohibitive		

Severn hall office	main halls or reception office				
von Hall kitchen	Work surface not suitable for wheelchairs. Door 730 Cross head taps	Alter worktops Change door to 800mm Change taps to lever	Cost prohibitive		

## Admissions

*We are primarily a white british school and other ethnic minorities are underrepresented. We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on certain religions which appertain to admission to faith schools. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the Local Authority. It is our duty to provide support for children from other races and religions to enter our school and to succeed. We will do this by working with the families and outside agencies (as appropriate) For the majority of our children it is our duty to provide them with the resources and curriculum to learn about the variety of race, religion and culture in our world.*

**Equality Objective:** Develop a process to better engage with all communities in our local area.

**Why:** To continue to develop the curriculum in order to give pupils a better understanding of multi-cultural Britain.

**How:** Through project learning, collective worship including those on focused British Values, displays, and global learning club.

**Outcome** Pupil consultation will indicate a greater understanding of our ethnically diverse wider community and British values.

## **Attainment**

**Equality Objective:** To explore and understand the issues further so that the school can begin to narrow the attainment gap.

**Why:** Data analysis indicates the need to further diminish the difference in attainment for those pupils eligible for pupil premium.

**How:** See PP report

**Outcome:** to close the attainment gap for pupil groups

## **Attendance**

**Equality Objective:** To improve attendance for all pupil groups ..

**Why:** The schools attendance figures show that we have a small minority of children who persistently absent (below 90%)

**How:** We work closely with our Education Welfare Officer to target and support children and families who do not reach target attendance – we do this through regular attendance clinics. We will also review our authorised absence policy with the local authority and school community so that all understand the importance of high attendance.

**Outcome:** To Increase attendance of children .We will of course continue to apply a reasonable adjustment taking into account the needs of some children with disabilities to attend medical appointments.

## **Exclusions**

**Equality Objective:** To ensure that no pupil group has a higher exclusion rate than their peers.

**Why:** Currently not an issue as we have not excluded a pupil in the last twelve months – however we keep it under review.

**How:** Consult with the school community this impacts upon particularly making sure the school involves parents/carers of pupils with SEN. Ensure we involve specialist services in the consultation including the school SENCO. We will also meet with Educational Psychologists to determine other ways of handling the behaviour that some pupils can present which may result in exclusion.

**Outcome:** To reduce the number of exclusions in general but in particular for children with SEN. We will inform the whole school community on the outcomes of our findings and we will update our positive behavioural Policy to reflect any changes. The outcomes will be published as soon as we have the available information but by the latest the end of this academic year.

Although the data collection did not identify significant issues in relation to Race we have decided to include this group in our work on exclusions as we recognise that we have had some exclusions where we were challenged on the grounds of race discrimination.

## Prejudice Related Incidents

**Equality Objective:** to continue to promote positive attitudes towards alternative life styles

**Why:** Through analysis our incident file indicates a small percentage of children were using homophobic language.

**How:** Through our PSHE and Collective worship programme we discuss the issues surrounding the use of these words negatively. To teach our (older ) children that families have different make ups. To resource these discussions for staff through appropriate books. Introduce a series of books which show different family make ups. This will include same sex couples. The books, we will purchase, are very sensitive and do not mention the terms gay or lesbian but instead gently introduces the concepts that all families are different.

Consult with the school community that this impacts upon in a sensitive and confidential manner?  
Arrange a school assemble to raise awareness.

**Outcome:** To continue to develop the child's tolerance, compassion and empathy to and give them the tools to understand life to live within our diverse society.

**Additional Objectives:**

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:



- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.
- We will introduce some intergenerational work to help to foster good relations between our older and younger generations. This will involve making contact with our local Elderly Care Facility. Our pupils will then work with them through IT projects. This will provide both groups the opportunity to meet and get to know each other whilst learning useful skills.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Crockerne school are contained within the school improvement plan and are monitored by the governing body quarterly.

## Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: through our school ethos and robust recruitment policies and procedures continue to ensure that we are an equal opportunities school.

How: Follow IFT HR Policies

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.