

**SEBERT WOOD PRIMARY SCHOOL
SINGLE EQUALITY SCHEME AND OBJECTIVES (INCLUDING ACCESSIBILITY PLAN)
INCLUDES DIVERSITY**



Reviewed: Summer 2023

To be reviewed: Summer 2024 (annual review of actions)

Signature of Chair of Governors:

Introduction

This policy brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. Our policy includes pupils, staff, governors, parents, carers and all those within our extended School community. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for our children.

The "Public Sector Equality Duty" means that schools must adopt a proactive approach to equality. In practice, this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact;
- Make changes to ensure that any areas of potential inequality are eliminated.

Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, the Duty to Promote Disability Equality in 2006 and The Gender Equality Duty in 2007. As of 1st April 2011, the Equality Act 2010 has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy & Maternity

Characteristics at Sebert Wood Primary School (Summer 2023)

Please note that any data with fewer than 3 pupils is not disclosed to ensure anonymity.

Disability	SEN Support (56) 13% EHC (3) 0.7%
Race	White British (293) 65% White European (24) 5% White Other (20) 4.5% White and other Asian background (8) 1.8% White and any other ethnic group (9) 2% Black Nigerian (5) 1% Indian (4) 0.9% *9% refused to give information
Religion or Belief	No religion (214) 48% Christian (174) 39% Muslim (7) 1.6% Other religion (5) 1.1% Hindu (4) 0.9% *9% refused to give information
Sex	49.8% Boys 50.2% Girls

Policy Statement

- The school acknowledges, and welcomes, diversity among pupils, staff and visitors
- We do not discriminate against anyone, be they child or adult, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins, sexual orientation or physical or mental abilities
- We promote the principles of fairness and justice for all through the education that we provide in our School
- We ensure that all children have equal access to the full range of educational opportunities provided by the school
- The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.

OUR SCHOOL VISION & VALUES

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of our school family should feel safe, secure, valued and of equal worth.

The 3 R's – Respect, Resilience and Readiness

At Sebert Wood we aim for all our children to show respect for all, to develop resilience and a readiness for every stage of school life, for the wider world and for the future.

The values of Independence, Collaboration, Creativity and Aspiration support our vision

PLEASE ALSO SEE OUR SEPARATE VISION, VALUES & AIMS STATEMENT

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life. These opportunities are likely to include all or some of the following, dependent on our current priorities:

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation

- test/exam arrangements
- behaviour management approaches and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

Roles & Responsibilities

In our school, all members of the school community have a responsibility for the promotion of equalities. Staff can refer to LA advice and guidance - 'Dealing with Prejudice Related Incidents in Schools. This policy has been written in conjunction with 'The Equality Act 2010 and Schools' May 2014.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's access plan or may be stand alone documents)
- The actions, procedures and strategies related to the policy are implemented
- The SEND committee will have an overview, on behalf of the governing body, of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

All school staff have responsibility for:

- The implementation of the school equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Recording prejudice related incidents effectively using CPOMS
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

The Headteacher and Senior Leadership has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

Meeting Our Duties

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relations between persons who share a protected characteristic and persons who do not share it

Race Equality

The general duty to promote race equality means that we must have due regard to:

- Eliminating racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups
- Reporting prejudice related incidents annually to the LA.

Disability Equality

The general duty to promote disability equality means that we must have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled people's needs, even where that involves treating disabled people more favourably than other people

Accessibility (The accessibility plan forms part of this document).

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- Make written information accessible to pupils in a range of different ways
- Ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment and promoting equality of opportunity between men and women, boys and girls.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Suffolk County Council (the employing body of Sebert Wood Primary School) considers that this has been addressed through unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Promoting Equality

Curriculum

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

- reflects a commitment to equality
- prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school and our wider community
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- promotes attitudes and values that challenge discriminatory behaviour and language
- uses of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles
- utilises technology to enhance the learning of all pupils and to support the teaching and learning of those with disabilities
- broadens the understanding of staff, governors and pupils of our multi-cultural society and the need to challenge inequality
- gives children first-hand experience talking to visitors, participating in activities through theme days and making visits to understand and see how different people live their lives.

Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- It is important to place a high priority on the provision for special educational needs and disability
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

Ethos and Atmosphere

- At Sebert Wood Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- There should be a feeling of openness, understanding and compassion which welcomes everyone to the school
- The children are encouraged to greet visitors, once introduced by members of staff, to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities
- Pupils are given an effective voice, through the School Council and through pupil perception surveys which regularly seek their views
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure good equality practice through the recruitment and selection process

- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All supply staff and contractors are made aware of equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

The Wider Community

Sebert Wood School aims to work in partnership with parents and carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon. We do this through day to day discussion with parents, parent forums, surveys and online questionnaires
- Encourage members of the local community to join in school activities, assemblies and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome

Age, Sexual Orientation, Religion, Belief, Pregnancy & Maternity

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas

Collecting & Analysing Equality Information for Pupils

Sebert Wood Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect the following information for our pupils and store the information on the school databases, tracking systems and our School Information Management System (SIMS). Data is analysed and actions may be taken in light of equality related issues that need to be addressed.

- Attainment and progress levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of a racist, homophobic or offensive nature
- Attendance at extra-curricular activities

Collecting & Analysing Equality Information for Employment & Governance

Sebert Wood Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population. We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisal and performance management

We are mindful of the laws relating to confidentiality when devising this scheme. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis shared with governors through the appropriate committee if necessary.

Consultation

Pupils, staff, governors and parents /carers were consulted through the SEND committee/working group when creating the Single Equality Scheme, either directly or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan.

Examples include:

- Discussions at School Council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires)
- All staff through dedicated staff meeting time
- Discussions at full governing body meetings and committees
- Discussions at partnership school meetings
- Contact with local community groups, organisations and charities Independent advisors/ consultants
- Involvement within local community activities
- With LA representatives/advisory staff

Measuring the Impact of the Policy

Sebert Wood Primary School has a duty to have “due regard” to equality considerations. All of our school policies are considered for equality and implemented proportionate to the issue being considered. Attainment data is analysed showing how pupils with different characteristics are performing. Any related incidents are included in the head teacher’s termly report to governors. The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. As each policy is reviewed the protected characteristics - gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and any other recognised area of discrimination are discussed and considered for equality.

Other School Policies

We have used our existing School policies to inform our Single Equality Scheme. These include:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- School Development Plan
- Special Educational Needs and Disability (SEND) Policy
- Learning and Teaching Policy

Commissioning & Procurement

The School, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- An update of the progress made against priorities
- Celebrating what we have achieved
- Producing an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan

The Governors will be responsible for monitoring the effectiveness of this Scheme. The Governors will review this scheme annually and revise it every three years or as appropriate in line with legislation.

EQUALITY PLAN 2022 - 2025

Action planned to meet statutory duty/legislation						Planned Outcome	Planned Actions	Timescale	To be Actioned	Monitored By
R	D	G	SO	A	R/B					
✓	✓	✓	✓	✓	✓	All staff aware of Single Equality Scheme and responsibilities	Regular agenda item at staff and governor meetings	Annually	All Staff	Headteacher
✓	✓	✓		✓	✓	Establish profile of job applicants to identify if any positive action is required to attract under-represented groups	Monitor job applicants for all posts Collate equality information from applications	Ongoing	Office Manager	HT & Personnel Committee
✓	✓	✓	✓	✓	✓	All policies reviewed and updated, and procedures audited, in light of Equalities	Review all policies for equality issues & impact	As each policy written/updated	All staff	Full Governing Body
✓	✓	✓	✓	✓	✓	Seek to broaden & strengthen our commitment to quality communications with all stakeholders	Communications available to all stakeholders in a range of formats Identify appropriate support & resources, e.g. large print, Braille, community languages	Ongoing and as and when required	Office Staff	Office Manager
✓	✓	✓	✓	✓	✓	Interested stakeholders receive requisite training in a range of equality/diversity issues	CPD / INSET delivered to staff, governors & parents as required	Ongoing	Headteacher	SEND Committee
✓						Pupils gain a greater awareness of racial diversity through curriculum & extended learning opportunities	Review curriculum content across the school Assemblies, lessons & resources provide opportunities for children to learn about racial & cultural diversity other than their own	Termly Curriculum Committee meetings	Subject Leaders & all staff	Curriculum Committee
	✓					Develop & strengthen the positive understanding of disability across the school to ensure that negative stereotyping is avoided/ eliminated where necessary	Lesson & curriculum audits identify positive examples of disability CPD provided to all staff as necessary	Termly SEND Committee meetings	SENDCO	SEND Committee
		✓				To identify trends in attainment and progress across the school and narrow any gaps in attainment between genders	Regular analysis of internal progress and end of year attainment data to identify trends. Secure action planning to address & narrow any gaps	Annually	Class Teachers Subject Leaders	SLT Curriculum Committee
R – Race							A – Age			
D – Disability							R/B – Religion or Belief			
G – Gender							SO – Sexual Orientation			

EQUALITY AND ACCESSIBILITY PLAN

<u>Race Equality</u>				
Staff appointments	Through the staff appointment procedures be aware of the need to promote race equality Aim to increase the diversity of our Governing body membership.	Ongoing	Headteacher Personnel committee Chair of governors	Our school reflects the diversity of our community
Events and activities	Through assemblies and events such as One World Week, Black History week invite a wide range of visitors to school where possible.	Ongoing	Deputy Head All staff	A range of visitors in school reflective of differing races and cultures
Curriculum	Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally Classrooms and displays reflect the diversity within them	Ongoing during all planning	All teaching staff	Curriculum map revised. New units written and prepared Resources around the school reflect race and equality awareness

<u>Gender identity and understanding</u>				
Ensure the school promotes understanding of a range of gender Identities Create engaging learning opportunities that promotes achievement for both boys and girls Sex and relationships curriculum reflect and recognises diverse sexual orientation and family structures	Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times www.gires.org.uk or Stonewell. Focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms All staff have training and resources in order to understand and respond to any pupil questions appropriately and confidently.	Ongoing	RE/PSHE leader HT All staff	A balance of male and female role models throughout the school Library with sufficient text to support both genders School ethos and curriculum promotes respect for differences within the school community. Pupils and staff recognize that families consist of a range of gender and sexual orientations. Pupils are tolerant and respectful.

<u>Community Cohesion</u>				
<p>Achieve a greater awareness of national and community identity and further embed British values throughout the curriculum.</p> <p>Monitor and promote the involvement of all pupils in school extracurricular activities (focus on PP and disadvantaged pupils)</p>	<p>PSHE/Citizenship & RE subject content reviewed to check community, national and global coverage.</p> <p>Analysis of attendance by pupil group – identify low attendance and introduce strategies to address e.g subsidized costs, additional direct promotion, positive discrimination for those groups. Approach parents directly where necessary.</p>	Ongoing	RE/PSHE leaders	<p>The planned curriculum represents national and global learning opportunities, and also reflects British values</p> <p>Increased numbers of pupils attending from specific groups.</p>

Increase the extent to which pupils with a disability can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake and establish close liaison with parents	Collaboration and sharing between school and families. Identify pupils who may need support	Annual	HT EYFS Leader	Procedures/equipment / ideas set in place. Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma,	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	Seek advice from specialist advisory teachers CPD for staff and a differentiated curriculum with alternatives offered. A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas – use of interactive ICT equipment sourced from occupational therapy	Ongoing	Teachers SENDCO Outreach Services	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum
To closely review and track attainment and progress of all SEN pupils.	SENDCO/Class teacher meetings/Pupil progress meetings Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENDCO	Progress made towards EHC targets Provision mapping shows clear steps and progress made Pupil passports completed and reviewed
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Ongoing		Whole school approach	Variety of learning styles and multi- sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
Break down the barriers to perceptions of disability	Celebrate the achievements of disabled role models nationally and globally and ensure a range of visitors enable pupils to engage positively with disabilities.	Ongoing	Head and all staff	Inclusion and diversity is celebrated in assemblies and around school. Visitors with disabilities in school.

Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing and for each project	Buildings and facilities admin team	Enabling needs to be met where possible.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of EHC process. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. EHCP	Review as per each EHCP deadline	SENDCO Teaching and non-teaching staff	Needs met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Meet with parents, liaise with external agencies, identify training needs and establish individual protocols health plans where needed.	With immediate effect to be constantly reviewed	Lead medical/inclusion - SD Occupational health	Plans up to date
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces in driveway to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	Ongoing and for each project	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Improve the delivery of information to disabled pupils and parents.				
Parents with hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SLT	Two way communication in place.
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	Audit school library to ensure the availability of large font and easy read texts. Audit signage around the school to ensure that is accessible	Implement as and when required	English leader + all staff	Visitors, staff and pupils with visual impairment can access all aspects
To review children's records ensuring school's awareness of any disabilities In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings Annual reviews Medical forms - SIMS system replaced paper version Personal health plans Significant health problems – info kept in separate file in staffroom – relevant staff can access Photo of children with significant health issues	Annually through SIMS Continual review and improvement	Class teachers Office staff Outside agencies SLT	Each teacher/staff member aware of disabilities of children in their classes Effective communication of information about disabilities throughout school.