Christ Church C.E. Primary School
Equalities Policy and Accessibility Plan 2018-2021

1. Policy statement
   a) In accordance with our school motto of **Learning, Listening, Living** we pledge:
      ▪ to respect the equal human rights of all our pupils;
      ▪ to educate them about equality; and
      ▪ to respect the equal rights of our staff and other members of the school community.
   b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
      ▪ ethnicity,
      ▪ religion or belief,
      ▪ socio-economic background,
      ▪ gender and gender identity,
      ▪ disability,
      ▪ sexual orientation, and
      ▪ age.
   c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
      ▪ ethnicity,
      ▪ religion or belief, and
      ▪ socio-economic background.

2. Statutory requirements
The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Shropshire Council procedure for recording incidents involving pupils in schools.
The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.
The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.
This scheme also covers the statutory requirements outlined in the Early Years Foundation Stage Statutory Framework.

3. Community cohesion
Christ Church CE Primary School is located in the village of Cressage, in Shropshire. The number on role in November was 85. The great majority of pupils ascribe themselves as White British, children from minority ethnic groups are mostly from the Traveller community. There are no children who have English as an additional language. The number of children currently on the Special Educational Needs register is about average.

The majority of children who start in reception have attended some form of pre-school or nursery provision but not all have done so. The school has particularly close links with Childrensworld which has nursery provision and before and after-school care run by a private provider on our school site.

Current issues affecting cohesion at school, local and national level
The demography of the school is such that children could be presented with a limited opportunity to recognise and celebrate diversity in the local and national area.

4. Responsibilities

Governors as a whole are responsible for:
- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Policy and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:
- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:
- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.
School visitors and contractors working on site are responsible for following relevant school policies.

5. Staff development

The school will ensure that staff are provided with opportunities to develop their skills and professional expertise in relation to issues relating to equality and community cohesion.

The need for staff development will be determined by a variety of factors
- the School Development Plan
- outcomes from the performance management process
- informal discussions between staff and the Headteacher

6. Publication and review

This Equality Policy fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.
The scheme will be kept under regular review for three years. Please see the bottom of the policy for its next review date.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. Conducting equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of
- ethnicity,
- religion or belief,

- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Admission of pupils

Parents complete an Ethnic Monitoring section as part of the school/Local Authority (LA) enrolment form. This information is transferred to the school's Schools Information Management System (SIMs) data base, and a paper copy is kept in the pupil's individual file. The electronic ethnic monitoring information is processed and accessed by the LA and Department for Education (DfE) as part of their Pupil-Level Annual School Census (PLASC) reconciliation and Standard Assessment Tests (SATs) data information transfer processes.

The school encourages early intervention to be able to provide for children's needs. Before a child joins Christ Church CE Primary School, the school makes use of
- The School Multicultural Development Service
- Early Years area Special Educational Needs Coordinators (SENCOs)
- Links with Early Years settings
- The Information Sharing and Assessment process

Staff within school

All applicants for temporary and permanent positions in school are required to complete an ethnic monitoring form attached to their application. This is then removed prior to the short listing process, and the forms are collated and forwarded to the LA (after an appointment has been made in accordance with LA procedure) as part of their ethnic monitoring process.

Monitoring the attainment, progress and engagement of pupils

The attainment and progress of pupils is regularly monitored and tracked through internal systems for monitoring attainment and progress. Trends relating to groups of children are identified and reported to the Standards and Curriculum Committee. Monitoring over time will inform the school as to any actions which need to occur to close any gap in performance. Additional support will be provided where necessary to personalise provision to improve outcomes.

Any racist incidents or exclusions will be reported at each full governors meeting.
Participation of pupils in extra-curricular activities will also be routinely monitored.
Any feedback from parents relating to any of the above will be reported to the Chair of Governors.

Preventing Bullying and Harassment

Trends relating to bullying and harassment will be monitored by the headteacher. (see the Behaviour and Anti-Bullying Policy)

Building a partnership with parents

The school works to foster positive relations with parents. All parents are encouraged to raise issues of concern through discussion with their child's class teacher. Weekly newsletters regularly include items of interest to parents about ethos, vision, values, curriculum and activities undertaken by the school community. Termly consultations take place with parents. These have been on a variety of themes: educational visits, SEND provision, medical needs, PSHE curriculum etc.
Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Development Plan as appropriate.
Evidence of this process can be found in:
- Minutes of the Standards and Curriculum Committee
- Racist Incident reports

9. About the Equality Plan

Our equality objective-setting process has involved gathering evidence as follows:

    i.   from the equality impact assessments listed in Section 8 above,

    ii.   from the following data:
- Internal tracking documents
- School demographic data in RAISE online

    iii.   and from involving relevant people (including disabled people) from the start in the following way:
- Discussion with external professionals: Traveller Liaison teacher
- Discussions with parents and carers and answers to annual questionnaire
- Discussion with pupils (where appropriate)
- Discussion with staff

The evidence was then analysed in order to choose objectives that will:

    i.   promote equality of opportunity for members of identified groups

    ii.   eliminate unlawful discrimination, harassment and victimisation, and

    iii.   foster good relations between different groups in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and
- age.

10. Equality Plan 2018-2021 (To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To promote equality of opportunity through vision, strategy and practice by; • eliminating all forms of unlawful discrimination; • eliminating harassment and bullying; (There is a zero tolerance to bullying. Please see the school's Behaviour and Anti-Bullying Policy. • keeping accurate records of bullying or harassment related to equalities and report as required to the Local Authority (LA);
To promote positive attitudes in relation to issues of diversity; • increasing participation in public life (welcoming all members of the school community to all school events) • promote awareness of diversity through worship time and through visitors to the school. • taking positive action to meet needs • promoting community cohesion • narrowing any attainment gaps
To strive to improve the involvement of disabled pupils, staff, parents and carers; • challenging race and gender stereotypes • tackling bullying of pupils based on gender, race, disability, sexuality or poverty • promoting positive attitudes to belief minorities

11. Accessibility Plan 2018-2021

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
Improvements in access to the curriculum	To ensure regular assessment of pupils who have Education, Health & Care Plans by external professionals To engage and interest all pupils through planning learning opportunities based on our personalised curriculum which challenge and excite pupils
Physical improvements to increase access to education and associated services	To implement recommendations from external professionals relating to physical adjustments To ensure that plans are made as early as possible in relation to the identification of pupil needs.
Improvements in the provision of information in a range of formats for disabled pupils	Progress reports to parents and carers are clearly written and free from jargon. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

12. Community Cohesion Plan 2018-2021

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:
- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	Use of Open the Book worship time and extra-curricular activity clubs makes effective use of individuals within the community. Impact of visitors from other countries and young people from other countries (recently, young people from Austria, Spain with the Youth Exchange Service) has a positive impact on children's knowledge and understanding of community dimension locally, nationally and globally.
ii. Equity between groups in school, where appropriate	Monitoring of group progress enables any disparities in rates of attainment and progress to be identified and addressed: children who have Special Educational Needs, More Able Pupils and those children who are eligible for Pupil Premium. Scrutiny of take-up of groups of pupils in extra-curricular activities. Provide emotional support to any vulnerable children, especially those who are 'Looked After' (For more information, please see the Looked after Children Policy.)
iii. Engagement with people from different backgrounds, incl. extended services	Vulnerable children and families identified and supported through engagement in the Early Help process.

Accepted by Governors at Standards, Curriculum & Safeguarding Committee on 27.2.2018; to be reviewed in Spring Term 2021