



***“Show me your way, Lord teach me your paths.” Psalms (25.4)***

## **EQUALITY SCHEMES 2023-26** **Disability, Access, Gender and Race**

### **Core Principle**

Almondsbury CE Primary School is committed to the inclusion of all pupils, staff, governors and parents into its environs and work. This includes making an equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

The school will consider the three main elements as stated in the Index for Inclusion within this scheme:

Creating inclusive Cultures  
Producing inclusive Policies  
Evolving Inclusive Practices

The school already has a very strong caring and inclusive ethos and environment. This will be strengthened by the scheme.

### **DISABILITY - What is disability?**

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006

'A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

- ◆ A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- ◆ Substantial means more than minor or trivial
- ◆ Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- ◆ Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Disability Discrimination Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

### **ACCESSIBILITY – What is access?**

Access is providing all stakeholders will clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas

for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

### **GENDER – All Stakeholders**

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2010) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- To be aware of stereotyping of gender and recognise pupils preferred gender identity. To ensure provision within the curriculum is developed to provide the pupils an vehicle to express their gender orientation without prejudice.
- Collect and analyse school data and other gender equality relevant information.
- Consult all staff, pupils, parents and relevant local communities.
- Monitoring behavior, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Admissions and attendance to follow LA guidelines.
- Staff recruitment and professional development promote gender equality.

### **RACE – All stakeholders**

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general 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 racial groups.

In our school, we aim to tack racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our school website, newsletters to parents and displays of work;
- actively tackle unconscious bias towards all people from different cultural backgrounds to their own.
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;

- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

### **GENERAL STATEMENT**

Through the plan we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts, feelings and breaking down barriers that inhibit progress. These may also mean challenging perceptions of all stakeholders to enable this to happen.

### **Setting the main priorities and actions through to implementation**

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all the school does. The actions should have clear timeframes and monitored by the working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

### **Information gathering**

Almondsbury CE Primary School collects information from the stakeholders through the use of questionnaires and forms. Details will be taken from new intake of pupils and their families and when new staff and governors join the school.

All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following themes:

- ◆ the level, if any, of the disability of the stakeholder
- ◆ how the individual is accepted within the school community
- ◆ encouragement of disclosure through confidential means
- ◆ how the school uses this information to ensure inclusivity of its members

### **Publication and reporting of the schemes**

The schemes will be published separately and success of the schemes reported in the School Profile yearly and within the School Self Evaluation Form. It should be read along side the schools' Equal Opportunities Policy and Inclusion Policy.

### **Assessing the impact of the schemes**

The working group will meet regularly to ascertain how the schemes are progressing and its impact on the stakeholders they are intended for. This will be carried out through discussions with individuals or groups for whom the schemes are designed. This impact will be reported through the mechanisms outlined above.



## **Main Priorities and Actions to be taken**

School Priorities
Disability
1. Continue to ensure that all stakeholders are treated equally regardless of disability, ensure that all curriculum and after school activities are accessible for all stakeholders.
2. Continue to ensure children identified as disabled are maintaining good progress.
Accessibility
1. Investigate refurbishment of school's stock of height adjustable tables, kitchen and bathroom taps with levers, etc as the need arises
2. Ensure the curriculum is accessible for all.
Gender
1. Continue to ensure equal opportunities for both sexes in curriculum and at additional times.
2. Continue to maintain the number of male role models within the school either staff or volunteers.
3. Continue to ensure that data is analysed to view if there is a gender issue in learning.
4. To ensure there is no prejudice shown to pupils of different gender or gender orientation. Identify where appropriate LGBTQ+ ensuring no gender discrimination or prejudice.
Race
1. Continue to ensure all children are challenged if and when comments or actions are of a racist nature, both conscious and unconscious bias.
2. Ensure all stakeholders are aware of policies and practice in school.
3. Continue to ensure children from different ethnic groups are maintaining good progress.
General
1. Ensure all policies and practice (curriculum and ethos) are inclusive, providing equality for all.
2. Ensure perceptions regarding equality, inequality and difference are challenged by all stakeholders.
3. Continue to ensure that all children are making sufficient and measured progress with their targets for end of year and key stages.

Priority Targets	Strategies Actions to be completed	Success criteria	Personnel / Cost	Time scale	Measure of impact and monitoring	Evaluation
D1,A1 & G1	Continue to ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustment and removing barriers. Use checklist of actions from Disability Equality in Education – Making it happen book p77-79 All staff made aware of the impact of these changes and how they are able to ensure clear access	Classrooms, teaching and learning are matched against the checklist and learning is available to be accessed successfully by all children in school. All significant barriers are removed. All venues of visits are checked for accessibility for all	All staff led by HT and SENCo through staff meetings and discussions about how to implement changes	Ongoing as new curriculum is introduced	Check the actions of staff against the checklist and prepare physical environment for changes if necessary and required for full access. Children are able to access fully the learning environment and after school activities.	

D 2 & G3 & R3 & General 3	Continue to identify the trends within attainment for girls and boys, those with special needs and from ethnic minorities relating to progress from all results available Use SAT data and in year assessment information to direct the need for different teaching strategies Ensure that strategies are in place to close the gap for under attaining pupils	Staff are aware of the needs of the children in their classes and learning and teaching are made accessible for both genders, disability and ethnicity equally over the year. All staff are trained in meeting the needs of pupils from diverse backgrounds.	HT to lead with all staff involved, Lit and Num teams as well as SLT	Termly basis and annually reporting to Governors	Staff have an awareness of the need to deliver curriculum in different ways to all children when and where appropriate.	
G2	Continue to maintain the number of male role models within the school, either staff or volunteers. Instigate questionnaires to fathers reasons why they are either reluctant or unable to assist in school on regular basis. Bring in their expertise in different fields to develop and initiate experience for all children from the male roles	Create opportunities to enable father's to come in to help out with different activities.	HT & Gobs to lead staff	Ongoing	Father's are encouraged to assist in school time and children are aware of their role within the community, work place, etc.	
G4	Maintain the work carried out with School Parliament on anti-bullying including homophobic bullying. Ensure that through the curriculum in RSE there are opportunities for pupils to be aware of mixed gender, single gender relationships. To ensure pupils are aware of the different gender issues that they may encounter during their lives.	Maintain and remind the pupils to keep to the school's anti-bullying charter. Through the Facts4Life curriculum there are opportunities for pupils to be aware of different types of relationships.	All staff	Ongoing	All staff are aware of the curriculum of RSE as are parents. Pupils have opportunities to be aware of different relationship types.	

R1 & General 2	Continue to ensure that any barriers in school are broken down and ensure true access and positive attitudes Ensure attitudes are not barriers stopping full access and integration to occur Ensure that the barriers are addressed and rectified if found to be a block to success Training on challenging inequality especially racism and bullying for any reason.	All stakeholders are aware of the barriers against true equality. School is better equipped to enable true and full access for all current and potential stakeholders All staff aware of how to challenge any racist comments and perceptions.	HT, All staff , Governors, Parents and Children	On going	Check that the school is implementing the changes to break down the barriers to enable full access Through questionnaires and observations see how successful the school has been Discussion meetings with parents and Governors	
R2	Continue to ensuring that the principles of race equality underpin the full range of policies and practice	Screening of all policies for relevance Developing policies and action plans to include a race equality dimension.	All staff and subject teams	On going	Policies are in accordance to guidelines and identify race issues if any are raised.	
General 1	Review all school policies to include actions relating to equalities Policies reviewed with access, disability, gender and race equality included in all. (Use questions raised from the Disability Equality in Education – Making it happen book p 69-75.) Ensure that the Index for Inclusion indicators are implemented in all areas for the school in culture, policies and practice	Policies include comments on practices within school to enable all children, staff, parents and stakeholders to access all aspects of school life All children, staff, parents and stakeholders are inclusive in their thinking and practice	All staff involved in reviewing policies HT letters to stakeholders to be aware of measures being put in place for the school to ensure inclusion is implemented fully	On going	Governors to assess the wording of policy statements relating to access, disability, gender and race. The reactions of the stakeholders to equality for all	
A1	Increase school stock of: i-pads, and computers that are accessible for pupils with physical needs and difficulties meaning they are unable to sustain writing over a period of time; as and when necessary and the need arises due to intake.	Physical access and ease is increased, improved access to technology for pupil's learning	HT and Gobs to conduct audit and identify where there is a need to use these.	As and when needed.	Physical accessibility is increased	