

# Slimbridge Primary School

## Equality Information and Equality Objectives 2022-25, including Equality, Community Cohesion statements and Accessibility Plan

**Date of policy:** Developed in March 2012. (Latest version circulated to governors and formally approved at FGB meeting in June 2022.)

**Policy developed by:** The School Council, Staff, Parents, and Governors

**Reviewed and approved:** June 22

**Next review:** May 25

### Introduction

At Slimbridge Primary School we respect the rights of all people and treat all members of our community equally. We believe in educating pupils about equality and having high expectations regarding respect and equality for all. This policy has been written in response to significant changes in the law, and reflects our commitment to comply with all legislation, implementing school plans in relation to race equality, disability equality and gender equality.

(References to 'Slimbridge Primary School' throughout this document include Little Otters Playgroup.)

### National and Legal Context

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. As such, therefore, it makes redundant several significant elements of our strategy for promoting Community Cohesion, as well as the following Slimbridge Primary School policies:

- Race Equality Policy
- Disability Equality Scheme and action plan (inclusive of an Accessibility Plan)
- Gender Equality Scheme and action plan
- Equality of Opportunity Policy

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

1. Eliminate discrimination and other conduct that is prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In addition the Act introduced 2 'specific duties' for schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

The following DFE document is also important reading:

EQUALITY ACT 2010 - ADVICE FOR SCHOOL LEADERS, SCHOOL STAFF, GOVERNING BODIES AND LOCAL AUTHORITIES.

### Key legislation

Area	Legislation
All protected characteristics	Equality Act 2010
Age	Employment Equality (Age) Regulations 2006
Disability	Disability Discrimination Act (DDA) 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender	Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations Amendment Act 2000
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006
Community Cohesion	Education and Inspections Act of 2006

### Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions that enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria that give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

## Slimbridge Primary School Equality Objectives 2012-25

1. All children value individuals from a range of different backgrounds and circumstances.
2. Children have an awareness of the UNICEF Rights of the Child.
3. Children have an awareness of different communities, both national and international.
4. All children feel able to make a positive contribution to school life.
5. Parents are aware of the school's commitment and obligation to promote equalities.
6. A named governor, with responsibility for equalities, is appointed.

### Equalities Action Plan

Planned Outcome	Action:	Protected characteristic (Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation, Community Cohesion)							Who's responsible	When	Evidence:
		A	D	G	R	R/B	SO	C			
All children value individuals from a range of different backgrounds and circumstances.	Ensure that the curriculum promotes role models and heroes with whom young people positively identify, and who reflect diversity in terms of race, gender and disability. This in turn will help children to understand and value others and value diversity.	✓	✓	✓	✓	✓	✓	✓	Class teachers	On-going, Assembly, PSHE	Children can recall diverse role models and heroes when talking about their learning
Children to have awareness of the UNICEF Rights of the Child	To investigate participation in UNICEF's Rights Respecting Schools Award (RRSA) and/or UNICEF's annual Day of Change	✓	✓	✓	✓	✓	✓	✓	Head teacher and governors	Summer 2013	PSHE work Governor minutes School Forum minutes
Increased awareness of different communities, both national and international.	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Christmas.			✓	✓	✓		✓	School staff	Ongoing	Planning records
All children feel able to make a positive contribution to school life	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through the School Forum, positions of responsibility, the 'buddy' system, and extra-curricular activities &	✓	✓	✓	✓	✓		✓	School staff	Ongoing	School Forum minutes, Pupil survey School club

Planned Outcome	Action:	Protected characteristic (Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation, Community Cohesion)							Who's responsible	When	Evidence:
	clubs, etc.										attendance records
Parents aware of the school's commitment and obligation to Equalities	Notify parents of options for increasing access to written materials, via website and newsletter. Governors aware of issues raised, and help provide strategic direction for the school in relation to Equalities and Community Cohesion.	✓	✓	✓	✓	✓	✓	✓	Head teacher  Governing body	Spring 2013	Parent Survey  Website  Newsletters
Governor appointed	Appoint a Governor with responsibility for monitoring Equalities	✓	✓	✓	✓	✓	✓	✓	Governing body	Spring 2013	Minuted meetings

## Accessibility Plan

Under the terms of the Disability Discrimination Act (DDA) 2005, the Governing Body has the following key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Slimbridge Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education;
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.)
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## Accessibility Plan 2022-2027

### Improving the Physical Access at Slimbridge School

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. 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 plan period in order to inform the development of the new Plan for the following period.

Item	Activity	Timescale	Cost £
Specific accessibility parking bays	Stakeholders are notified that accessibility parking bays are available and that they should contact the office to discuss	Ongoing monitoring	
Steps with “nosing” to have a clear contrasting colour and luminance	Make colour contrasting nosing on steps	Ongoing monitoring. Work completed where most urgent	£500
Lifts to the mezzanine	Install a stair lift to the library	If necessary	£5000
Hearing enhancement system		If necessary	£2000
Standard classroom layout	Make accessible for wheelchairs	When necessary	
Flashing lights in isolated areas	Consult with Fire officer	If necessary	

## Accessibility Targets 2022-27

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing – particularly as new staff are employed or the needs of pupils change	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing monitoring	Increase in access to all school activities for any disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Review annually	Increase in access to the National Curriculum.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access.	Sept inset to review needs	Society will benefit by a more inclusive school and social environment.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats as required.	The school will make itself aware of services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Review on admission of new pupils	Delivery of information to disabled pupils is improved.
Make available school brochures, school newsletters and other information for parents in alternative formats as required.	Review all current school publications and promote the availability in different formats for those who require it.	All school information is available for all in appropriate formats.	Review on admission of new pupils	Delivery of school information to parents and the local community is improved.
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	Visually impaired pupils have improved access to all aspects of school life.	Review annually in Sept	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness among adults working at and for the school of the importance of good communications systems.	Arrange training courses as appropriate.	Awareness of target group raised.	Review at SEN meetings 3x a year.	School is more effective in meeting the needs of all its pupils.



# Equality Statement

*'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.'*

## Introduction

This statement recognises that discrimination is both unlawful and unacceptable and outlines the commitment of the staff and Governors of Slimbridge Primary School to ensuring that equality of opportunity is the right of all members of the school community. These include:

- pupils
- teaching staff
- support staff
- parents
- governors
- visitors to the school
- students on placement.

Equal opportunities should permeate all aspects of school life; it is the responsibility of every member of the school community to encourage and promote this. This policy statement reflects the consensus of opinion of the whole school community and its implementation is the responsibility of all individuals within the school community.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- ethnic or national origin
- gender (including transgender)
- social background
- ability/disability
- HIV status
- belief
- age
- marital status
- nationality/citizenship

- sexual orientation
- pregnancy/maternity.

## **Ethos and Atmosphere**

At Slimbridge 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 an open atmosphere that welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Physical access to the school is not generally difficult under normal circumstances, but vehicular access to a school door can be easily arranged for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

## **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Enthusiasm, both teacher and pupil, is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school aim to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs, including gifted and talented pupils, by carefully assessed and administered programmes of work (see also SEND policy, Gifted and Talented policy and the Accessibility Plan).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

## **The Taught Curriculum**

At Slimbridge Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes, in line with the National Curriculum 2000.

Our planning takes into account the differing needs of pupils and their progression.

## **Resources and Materials**

The provision of good quality resources and materials within Slimbridge Primary School is a high priority. These resources should:

- reflect 'the reality of an ethnically, culturally and sexually diverse society';
- reflect a variety of viewpoints;
- show positive images of males and females in society including people with disabilities;
- reflect non-stereotypical images of all groups in a global context;
- include materials to raise awareness of equal opportunity issues;
- be equally accessible to all members of school community consistent with health and safety;
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Our materials seek to promote all areas of equality.

## **Language**

At Slimbridge Primary School, we recognise that it is important that all members of our community use appropriate language which:

- does not transmit or confirm stereotypes;
- does not offend;
- creates and enhances positive images of particular groups identified at the beginning of this document;
- creates the conditions for all people to develop their self esteem;
- uses correct terminology in referring to particular groups or individuals eg. Inuit rather than Eskimo.

## **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Slimbridge Primary School our environment is not culturally diverse and we are very conscious of the need to provide first-hand experiences for the pupils to encounter people from other cultures.

## **Extra-curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age eg. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (eg. sports helpers, coach drivers) by providing them with copies of this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

## **Provision for Bilingual Pupils**

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. While there is a need for pupils to learn to communicate in standard English, we believe that the home language should also be celebrated and respected.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include, *where possible*, pupils' access to a balance of male and female role models at both key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development that will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour eg. unwanted attentions (verbal or physical), unwelcome or offensive remarks, or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy, the Anti-Bullying Policy and also Gloucestershire's

document on Racial Harassment in Education - Good Practice Guide for Schools).

## **Parents and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond, as illustrated in our Community Cohesion Policy (see below).

## **Monitoring and Review**

Monitoring is carried out by the named Governor with responsibility for Equality, reporting to the Safeguarding & Welfare Committee and the Staffing & Governance Committee.

The Equality Policy, Accessibility Plan, Community Cohesion Policy and published Equality Objectives are reviewed annually by the Safeguarding and Welfare Committee of the Governing Body.

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- SATs results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance

## Community Cohesion statement

The Education and Inspections Act of 2006 introduced a duty on the governing bodies of schools to promote community cohesion.

Community Cohesion is judged to exist where schools:

- are working towards a society in which there is a *common vision* and *sense of belonging* by all communities;
- have a society in which the diversity of people's backgrounds and circumstances is appreciated and valued;
- have a society in which similar *life opportunities* are available to all;
- have a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Through its ethos and curriculum, Slimbridge Primary School and Little Otters Playgroup will endeavour to promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

The aims of Slimbridge Primary School demonstrate an existing commitment to promoting community cohesion. The aims of the school in particular that support this duty are:

- to promote the highest academic standards in all aspects of the curriculum by ensuring that all pupils develop their potential;
- to encourage learning by providing a welcoming, friendly and supportive environment in which the school's core values are central to the ethos and its teaching;
- to encourage the children to question, challenge, use their own initiative and develop lively and enquiring minds;
- to show concern and care, through a strong sense of shared values, for all members of the school community;
- to nurture links between school, home, and the local community in the context of an ever- changing world.

In ensuring that this school is well equipped to discharge the duty to promote community cohesion, the head teacher and the Governing Body have developed the following objectives to support our aims. These aims involve the staff, parents and pupils in working together to promote community cohesion.

We will:

- ensure that equal opportunities are available for every pupil to fulfil his or her potential, irrespective of physical or intellectual ability, gender or cultural background;
- provide pupils with the skills, knowledge and understanding to be able to operate confidently and effectively in the global society of the future;
- provide a broad and balanced education which enables pupils to appreciate, understand and care about the world around them and the society in which they live so that they can question, argue rationally and make informed decisions;
- promote the development of social and personal moral values which include self-responsibility and a caring approach towards others;

- encourage pupils to respect, value and benefit from the diversity of race, religion and culture in the world around them.

Specific areas of the Schools' work will provide evidence of the schools' contribution to community cohesion. These are :

- Teaching, learning and the curriculum
- Engagement and Extended Services

## **Teaching, Learning & the Curriculum**

The pupils and students in this school are predominantly white and British. Whilst the school serves a mixed socio-economic area, the school and local community do not operate in a socially or ethnically diverse context. However, many of our pupils will work and live in ethnically and socially diverse communities. For this reason, as well as to assist their more general personal development, it is important that the wider school curriculum provides opportunities for pupils to understand, appreciate, respect and value other religions and beliefs and the culture of other ethnic and socio-economic groups.

This is supported through many aspects of the school curriculum. The areas that provide a focused contribution to this include:

- PSHE – delivered in specific lessons, in assemblies and through other cross-curricular opportunities;
- Religious Education, in which there is a clear emphasis on gaining an understanding and appreciation of other religions and beliefs;
- Geography, in which much work is focused on pupils gaining an understanding of the circumstances and context of peoples around the world again not to emphasise differences but to develop an appreciation of similarities;
- History, in which the development of our national society is studied;
- Art, Music and Design, in which the ways in which the cultures of other countries and communities are expressed artistically are explored;
- Drama, in which pupils are encouraged to put themselves in the position of people from other times and places,
- MFL, where pupils are given an awareness of other countries and cultures through the study of foreign languages.

We welcome pupils who are moving to the UK from other countries and will seek to accommodate their various language needs. This may be building on their existing skills in a foreign language or providing support to those for whom English is an additional language.

## **Engagement and Extended Services**

The school already provides some extended services in the form of Breakfast Club and After School Club, and is beginning to offer some Holiday Club provision. We also provide 'signposts' to other services. We provide support for individual learners through the school and our links with support services. This includes attending and/or hosting multi agency meetings.

88% of KS 2 pupils regularly take part in extra-curricular activities.

69% of KS 1 pupils regularly take part in extra-curricular activities.

The school also offers a range of information evenings for parents in order to support their engagement in their children's learning. These range from the traditional parents' evenings to curriculum workshops and information evenings about specific issues.

The school already has, and will continue to develop, a wide range of links with local secondary schools and with pre-school settings, although a large majority of our future intake will have attended Little Otters.

To increase community cohesion we:

- are a member of the Tyndale Cluster and linking with others schools;
- use the pupil voice;
- link to community groups and organisations e.g. The Church;
- make strong links with local agencies e.g. Police, Health, and Social Care;
- provide opportunities to experience different backgrounds on local, national and global scales.

Refer also to the following the following policies:

- Equality Policy
- SEND
- Gifted and Talented
- Teaching and Learning
- Curriculum
- Anti-bullying policy
- Behaviour Policy
- Admissions Policy
- SMSC Policy