



## Waltham St Lawrence Primary School

### Equality and Accessibility Policy

#### Introduction

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all.

#### Defining Equality and Diversity

##### Equality

Equality is about fairness, equality of opportunity and advancing equality of opportunity involves treating people differently. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

##### Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

#### Key Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do

- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

### **Purpose and Scope of the Policy**

This policy sets out Waltham St Lawrence Primary School's commitment to promoting equality and diversity. We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Making appropriate changes to teaching resources.
- Accessing Local Authority Services, such as Ethnic Minority and Traveller Advisory Service, EAL Support specialist teacher advisers, appropriate health professionals from the local NHS Trusts and liaising with other outside agencies.
- Supporting children's emotional needs through ELSA, Behaviour Support Services and Drawing and Talking therapy.
- Taking account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

### **Roles and Responsibilities**

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility we will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training and development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition School Governors have responsibility for overseeing, agreeing, monitoring and reviewing of our School's equality objectives, and related activity.

### **Equality objective 2016 – 2018**

We are a Values based school, we identify opportunities in the curriculum to look at other cultures/countries, study famous and inspirational people from ethnic minorities and with a variety of abilities and to celebrate diversity. Through enrichment activities and Themed Weeks we celebrate festivals of a range of cultures and countries.

This policy should be read in conjunction with Values Education Policy and Inclusion Policy.

**Policy Review**

This policy will be reviewed every two years by the Governing Board, as part of its monitoring cycle.

**Action Plan 2016-2017**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>
Ensure full participation for all in the curriculum	Teachers differentiate for all abilities	Clearly differentiated plans providing appropriate learning objectives & activities for all abilities	In place
	Ensure that all pupils are valued & respected by discussing disability openly in class and assemblies. Promote pupil awareness of the rights of the child esp. Article 23.	Pupils and adults respect, understand and support each other regardless of abilities or disabilities.	Termly
	Access to SATs tests arranged for pupils as required by ensuring application made to the LA within the timescales as required for additional time, readers, amanuenses etc.	All pupils receive their entitlement to a fair chance of fulfilling their potential in the SATs	Annually within prescribed timescale
	Provide more effective support for pupils with English and Mathematics	All pupils that require additional support have access to regular intervention	In place Minimum of 1 session per week
Maintain the physical environment and security, health and safety in school grounds to a high standard	Increase accessibility of the whole school building	Whole school site and buildings are accessible to anyone in a wheelchair.	In place with ramps to the School entrance / Reception and Cloakroom
	Disabled Toilets to enable wheelchair access.	A disabled access toilet is available in school building	In place
	Disabled Parking Bay to enable wheelchair access	A disabled parking bay is available in the staff car park	In place
	To relocate PTA storage shed	Safer school playgrounds	Summer 2017
	To ensure close supervision in Adventure Playground and blind spot between PTA shed and the Adventure Playground	Less opportunity for children/adults to be hidden from sight	In place and close supervision with regular review and monitoring
Improve the delivery of information to pupils and parents	Research the availability of written/audio materials in alternative formats for both pupils and parents and secure the means to acquire them at short notice	As and when they are required information in alternative formats is readily available	Have the capability to access the materials as and when

**Date of Policy:** March 2015  
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