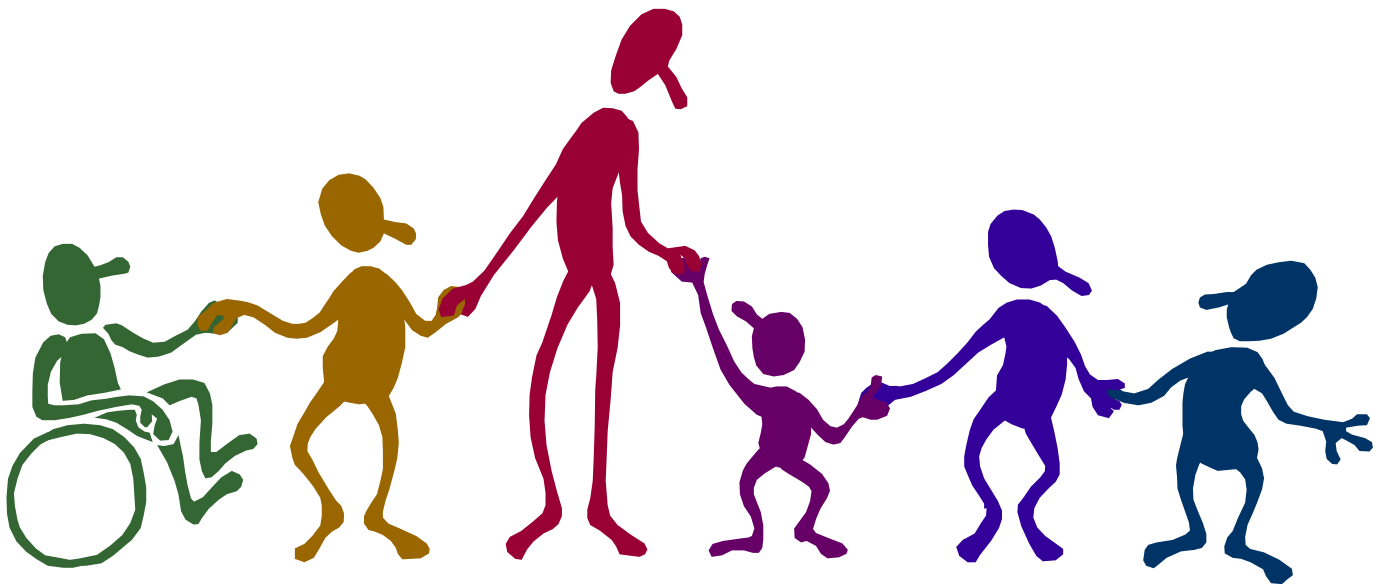


Inclusion and Equality Policy
Equality and Accessibility Plan
2021- 2024



The Equality Act (2010) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The Equality Act says that schools and other public bodies must:

- encourage good relations and ensure everyone has equality of opportunity;
- eliminate unlawful discrimination, harassment and victimisation;
- help make sure everyone has an equal chance to make the most of their lives and talents.

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further. The staff and governors of Highwoods Community Primary School seek to promote a policy of inclusion, adhering to the Equality Act where we have due regard for the protected characteristics as identified in the act:

- Marriage and civil partnership
- Pregnancy and maternity/ paternity
- Religion and beliefs
- Age
- Race
- Disability
- Sexual orientation
- Sex (gender)

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

We recognise our role and responsibility to tackle discrimination by promoting equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Highwoods CP School, we believe that diversity within our school community should be respected and celebrated by all those who learn, teach and visit here.

Marriage and civil partnership
Our RSHE/SCARF policy and curriculum does not specify a type of loving environment and family profile. We continue to build on our resources to represent different families and profiles, particularly in books through the school. The school uses the ECC procedures for Employment checks and records which reflect Equality and Diversity in Employment.

Pregnancy and maternity/ paternity

School carries out risk assessment with staff member to ensure they can work safely and be supported

School considers request for flexible working hours where possible, although due consideration has to be given to needs of the school too.

School has due regard to statutory policies relating to employment-

1. Recruitment – ECC Recruitment Procedure is adopted by the trustees and is adhered to respect equality and diversity.

2. Pay – SGW Payroll calculates all maternity and paternity pay in line with the ECC Pay Policy and statutory law relating to Statutory Maternity/Paternity Pay.

3. Training and development - The school follows the Performance Management Procedure from ECC

4. Selection for promotion – The school follows the Performance Management Procedure from ECC

5. Discipline and grievance – The school follows the Discipline & Dismissal Procedure and the Grievance Procedure from ECC HR.

6. Redundancy – The Redundancy and Restructuring Procedure from ECC is adopted and followed.

Religion and beliefs

School will authorise holiday for festivals and celebrations which occur in term time e.g EID

We recognise that while the curriculum is statutory, it may sometimes be appropriate to adapt resources and delivery where needed to be sensitive to religious beliefs and maintain curriculum coverage.

Our RSHE policy reflects British values of acceptance, tolerance and empathy and an understanding and respect of other cultures and religions. In line with this, our pupils mix and work collaboratively with one another.

Our school is proud of having a range of religions and beliefs at Highwoods and will seek to promote and celebrate different cultures and celebrations with children and families. Examples include whole school assemblies to celebrate EID, class discussions led by children to share their experiences, representation in books and social media recognition of events. Children and parents feel part of our community (2021 parent survey)

Staff have an awareness of celebrations and festivals in different religious calendars and can promote these events within their class. Staff understand that they must give due consideration for children in their class e.g. Ramadan and fasting might impact on children in PE.

School recognises that some differences to uniform are acceptable on religious grounds.

School has adopted the Equality & Diversity in Employment Policy and the Recruitment Procedure from ECC when carrying out employment checks.

Age

School will consider requests to defer a place for a child starting school based on the individual circumstances of each child and family, as in line with our admissions policy.

When employing members of staff, age is not a limiting factor in applying for positions unless under the legal age to work. This is reflected in the recruitment procedure and the Equality and Diversity in Employment Policy adopted by the school.

Race

School gives due regard to Race Relations Act 1976 and as amended Race Relations Act 2000.

The General Race Equality 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.

The PSHE programme of study promotes a range of different cultures and ethnic groups, particularly aiming to represent the cultures and races within our school community.

School continues to develop representation and positive identity throughout the curriculum:

- Reading spines have books with different representations
- Role play areas and play equipment (small world/baby dolls) will be representative of different race
- Display around the school will promote inclusion and diversity e.g. flags representing every language and country of pupils in our school

We employ an EAL champion.

Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;

- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

School liaises with wider professionals (Occupational Therapists, Inclusion Partners, Engagement Facilitators, Speech and language, Education Psychologists) to ensure children and families can access school, both in the physical environment and the curriculum offer. Consideration is also given the emotional, social and mental needs of the child and family to ensure pupils are fully supported.

School has in place key staff with up to date knowledge and training for all pupils :

SENCO

Disadvantaged Champion

Play therapist

Mental Health Champion

EAL Champion

Thrive practitioners

Child First Counsellors

Disabled access toilets

Amended toilets for specific children who require this- e.g. lever handles.

Designated space to support pupils with additional needs- nurture room, play therapy room

Links with outside agencies and organisations e.g. Dwarf Sports Association (DSA); visitors to school to promote inclusion and aspiration-DSA.

Provision in place to ensure all pupils can attend events and trips- e.g. children driven to events in car rather than coach, provided own room at residentials, adjusted timetable for events.

Adapted policies for uniform e.g. no school shoes needed due to hyper mobility and requiring trainers

(Note school does not complete DLA forms unless in exceptional circumstances)

Gender reassignment

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

We will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;

- Promote equality between male and female.

In the Equality Act 2010, 'gender reassignment' is the specific term used but the recommendation made in a commissioned report in 2016 was to use the term 'trans' rather than 'gender reassignment'.

Existing policies in the school mean that any form of abuse, discrimination or derogatory language related to sexual orientation will not be tolerated- see Peer on Peer abuse policy, anti-bullying policies, Child Protection Policy and Safeguarding Policy.

The school has adopted the Equality & Diversity in Employment Policy and the Recruitment Procedure from ECC.

Sex (gender)

Uniform- not gender specific

Sports day- mixed races

Representation of strong role models through the school and challenging stereo types e.g books in libraries and book corners, and reading spine.

Opportunities to learn are equal e.g. role play for all pupils in early years

Existing policies challenge any stereotyping or discrimination- e.g. peer on peer abuse, anti- bullying. Assemblies each term will challenge stereotypes and promote positive role models and inclusion.

School will actively work with pupils and families to support them when issues are raised around gender identify- needs of the pupil remain paramount.

Employment law relating to gender is reflected in the recruitment procedure and the Equality and Diversity in Employment Policy adopted by the school.

There are specific cohorts of children and young people whom we think of when referring to vulnerable learners.

- Children and young people who have been identified as having a Special Educational Need and/or a Disability (SEND).
- Children in Need (CIN)
- Children and Young People who are on a Child Protection Plan
- Looked After Children (LAC)
- Disadvantaged pupils (PPG)
- Children who we have identified as needing additional intervention to support their mental health needs
- Children who have a language barrier (May be EAL)
- Children and Young People who have emerged as vulnerable learners following the Coronavirus pandemic

Roles and Responsibilities

The role of governors

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, families and staff and responsive to their needs based on protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

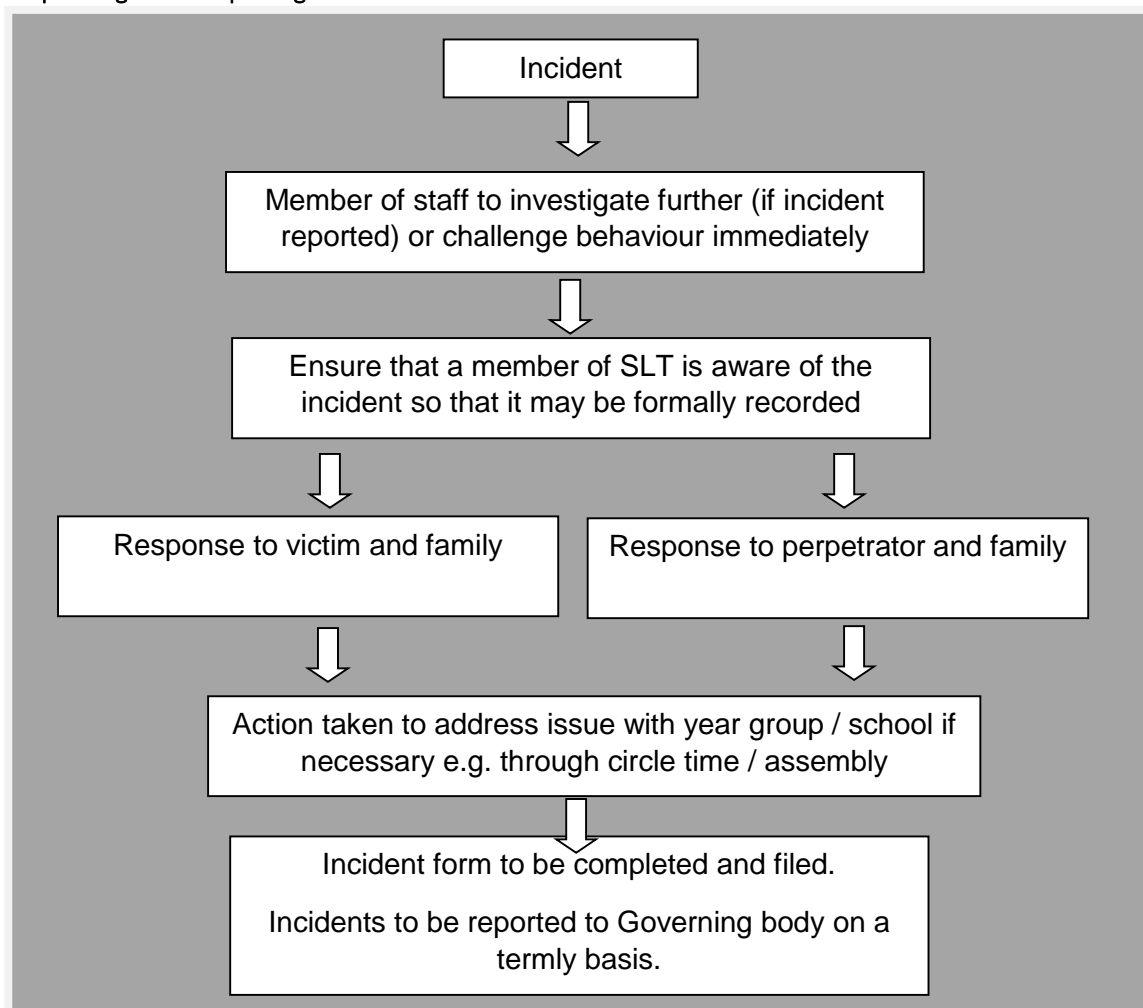
Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to have read this policy and to deal appropriately with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment, bullying or peer on peer abuse are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are formally recorded and racist incidents are reported to the governing body at governing meetings on a termly basis (see behavior and peer on peer abuse policies).

Responding to and reporting incidents



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three- year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we will monitor attainment to ensure that disadvantaged pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through assemblies, staff meetings and other communications;
- Ensure hard copies are available on request.

Equality Data

This data will be updated at the beginning of each new academic year, once KS2 results have been published. In line with DfE guidelines, data for 3 pupils or less will not be included.

Characteristic	2018	2019	2020	2021
Number of pupils	420	424	423	431
Pupils on roll as White British or other White background	250	301	301	296
Pupils described as being of other ethnic or cultural background	89	119	120	135
Pupils described as Christian on admission				
Pupils described as having another faith on admission				
Pupils on the SEND register	65	61	55	79
Pupils eligible for Pupil Premium Funding	77	71	67	87
Looked after children	1	0	0	1
Children with English as an additional language	54	75	77	93
Ratio boys: girls	186:234	201:223	206:217	217:214
Average attendance rate	97.6%	97%	97.3%	97.6%

	2018				2019				2020			
	Girls	Boys	All		Girls	Boys	All		Girls	Boys	All	
Reading	97%	83%	92%		66%	85%	76%		89%	62%	79%	
Writing	92%	83%	89%		83%	91%	87%		90%	63%	79%	
Maths	84%	83%	84%		86%	88%	87%		79%	71%	76%	
R+W+M	79%	74%	77%		66%	82%	74%		74%	54%	66%	
	Read	Write	Maths	RWM	Read	Write	Maths	RWM	Read	Write	Maths	RWM
SEND	75%	67%	58%	42%	42%	50%	67%	42%	45%	33%	39%	17%
PPG	90%	80%	70%	60%	65%	71%	82%	65%	47%	54%	57%	43%
EAL	100%	100%	0%	0%	78%	89%	89%	78%	77%	77%	77%	67%

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Ensure that the curriculum (including reading material and resources) promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Children will be accessing materials/ resources What is their response?	Literacy Leader EAL Champion Mental Health Champion Disadvantaged Champion	Ongoing	Books and toys being purchased reflect our diverse community and children having positive responses
Race Equality Duty	Identify, respond and report racist incidents. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	All staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Community Cohesion	Ensure non-English speaking pupils and parents feel part of our school community	EAL champion deployed effectively in order to work closely supporting identified EAL pupils, monitor and report on their progress, liaise with parents of EAL pupils, provide information, resources to	EAL Champion	Ongoing	EAL families are provided with the opportunity to comment on their experiences through a section on the annual parent survey- report to

10. EQUALITY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
		support pupils to access the curriculum			Governors on their response
Community cohesion	Promote awareness of cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. Calendar to inform of key festivals to run alongside the assembly rota.	Representation in assemblies Pupil perception	Member of staff leading on RE	Ongoing	Increased awareness of different communities shown through assemblies

ACCESSIBILITY PLAN

	Issue	Action	People/Resources	Timescale	Outcome	Monitoring Method: Who? How?
Access to the curriculum						
1	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities	Thorough planning Advance visits EVA Risk assessments. School Risk Assessments Reasonable adjustments made to ensure accessibility	Visit leaders Head Teacher	On-going	School trips & residential visits are accessible for all pupils	Head Teacher Trip leaders. Feedback from pupils/ parents
2	Ensure that all aspects of our curriculum are evaluated for accessibility for all pupils	Teaching staff to give due consideration to the needs of pupils when planning, anticipating where they may need to make reasonable adjustments (including Swimming, Forest Schools)	Teachers	Ongoing	All pupils can access the curriculum	Curriculum Manager Teaching staff
Physical environment						
1	To provide clearly designated accessible spaces in the car park	Accessible spaces to be marked once identified/ created	Finance and Premises Governor Head teacher	2022	Accessible spaces are available and identifiable	Head teacher
2	To provide doors that are more accessible for all	Purchase and fit lighter-weight doors so that all pupils can use them	Finance and premises Site Manager	2022	Doors have been fitted	Site Manager
3	To adapt toilets to make them more accessible	New taps and step installed	Finance and premises Site Manager	2021	Installed	Site Manager
4	Ensure that One Plans take into consideration accessibility needs for disabled pupils	During one plan meetings for pupils with disabilities, accessibility must be explicitly discussed	SENCo Class teachers	Ongoing	One Plans are focused on accessibility for disabled pupils	SENCo

ACCESSIBILITY PLAN

5	Any further changes to the learning environment (including outdoor classrooms, Forest School, learning bus) must take into account the needs of disabled pupils	Planning stage must demonstrate that due consideration has been given to accessibility for current and future pupils	Governors Head teacher	Ongoing	Pupils have access to school learning environment	Head teacher
Training						
1	Ensuring staff are aware of their responsibility to promote positive language around inclusion and challenge behaviours in regard to peer-on-peer abuse	Provide timely inset for staff	Headteacher/ CP lead Disadvantaged Champion/ DCP lead	Ongoing Inset	Staff to be confident in dealing with behaviours around peer- on- peer abuse	Headteacher Disadvantaged Champion
2	Staff are able to record and log incidents relating to peer- on- peer abuse, safeguarding, behaviour, racism on CPOMS	Training to use new paperless system	Headteacher	2021/22	Relevant staff are using system	Headteacher CPL DCPL
Recording and reporting						
1	Adopting a new paperless system (CPOMS) for recording safeguarding, racist, peer-on-peer, behaviour incidents	The school will purchase CPOMS Headteacher/ CPL and DCPL will configure the programme to meet needs of the school Training for staff	Headteacher	2021/22	Relevant staff are using system Pupil information is easily accessible	Headteacher
Community Cohesion						
1	To actively engage with a more diverse representation of parents and staff who can provide feedback	Designate role of Mental Health Champion where role includes responsibility of community cohesion	Mental Health Champion	2022	Parents feel that the school have identified any issues that could be addressed	Mental Health Champion

