



Greatham
CHURCH OF ENGLAND
+
Primary School

Equality Statement and Single Equality Scheme (including accessibility Plan)

2022-2026

Equality Statement

At Greatham Church of England Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people who share a protected characteristic (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) and those who do not. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Vision

This is reflected in our vision which states:

At Greatham Church of England Primary School we support pupils to become independent, resilient and reflective learners through a creative, broad and balanced curriculum tailored to their needs. We are dedicated to making the school a loving and caring community where all children can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives. It is the responsibility of the whole school community to implement our vision in a manner which promotes the inclusive ethos of our school.

Principles

Our approach to equality means:

We will take reasonable and necessary steps to meet the needs of pupils by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect. We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in

practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.

We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.

Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.

Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Training will be given to staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. Throughout the year, the school will hold events to raise awareness of equality and diversity. This may include a focus on respect for other cultures, religions and beliefs, and developing an understanding of the effects of discrimination.

We will ensure pupil/parent/staff consultation is sought when reviewing this policy. We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join the school.

The governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the duties.

Legislative Framework

This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school.

For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful) Direct discrimination

Less favourable treatment because of a protected characteristic.

Indirect discrimination

A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment

Conduct which has the purpose or effect of violating dignity or creating a intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation

Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability

Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Gender re-assignment discrimination

Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

Pregnancy/maternity related discrimination

Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception

For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above): 1. Eliminate discrimination, harassment,

victimisation and any other prohibited conduct. 2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life). 3. Foster good relations between people (tackle prejudice and promote understanding). In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans

Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

Take reasonable steps to provide auxiliary aids/services.

Provide information in an accessible format.

Develop and implement (by allocating appropriate resources) Accessibility Plans to:

Increase disabled pupils' access to the school curriculum

Improve the physical environment.

Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

Responsibilities Governing Body

Ensure that the school complies with equality-related legislation.

Ensure that the policy and its procedures are implemented by the Headteacher.

Ensure all other school policies promote equality.

Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff, parents and other relevant stakeholders are informed about the Equality Statement and Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day equality issues, whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies so that the school's actions are in line with the best advice available.
- Monitors the Scheme and reports to the Governing Body, at least annually, on the effectiveness of the policy and schemes' effectiveness, including progress towards the school's equality objectives. Progress towards achieving the objectives is published annually.

- Ensures that the Senior Leadership Team is kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children's Services.
- Ensures Continual Professional Development is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures all staff have read and understood expectations set out in Staff Handbook.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions

The Trust Board and Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all trustees/governors receive up to date equality training and understand their responsibilities.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing equality objectives as necessary.
- Ensures the school publishes annually the progress made towards achieving the equality objectives.
- Informs and consults with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); Counter Terrorism and Security Act (CTSA) 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection, analysis and dissemination of information relevant to the Scheme and Policy.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.

- Evaluates, reviews and ensures the objectives are reported and published annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' Spiritual, Moral, Social and Cultural education.

All staff

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015; Prevent Duty 2015 and Supporting Pupils with Medical Needs 2015.
- Have a commitment to valuing diversity, tackling any discrimination, promoting equality and fostering good relations.
- Have read the Scheme to ensure that they understand it and how it relates to them.
- Have read and signed the Staff Handbook, Keeping Children Safe in Education (KCSIE) handbook and safeguarding policy.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalisation and extremism.
- Do not discriminate on any grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include British Values.
- Support the implementation of equality objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with the school's values and equality principles.
- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse British society and the wider world

- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors:

- Visitors and contractors are responsible for complying with the school's Equality Statement and Scheme – non-compliance will be dealt with by the HeadTeacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.

What our school does to promote equality

Increasing the extent to which disabled pupils can participate in the school curriculum

All pupils have full access to a broad and balanced curriculum at their individual level and appropriate adjustments are made to ensure pupils with a disability can participate. The SEND team ensure that all pupils receive their curriculum entitlement and that individual curriculums are developed and planned where appropriate. Additional support is provided in any aspect of the curriculum to ensure full accessibility for all.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Trust, Local Authority and Educational Psychology Service, the SENCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

Improving access to the physical environment

Disabled pupils are invited and welcomed to participate in all aspects of school life including extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch, break times and afterschool clubs for pupils with social/interaction difficulties and school trips for pupils with medical needs, additional needs, social communication difficulties or complex needs. All

areas around the school are fully accessible to all pupils including those with a disability.

- Greatham Church of England Primary School is fully wheelchair accessible.
- Disabled toilets are available throughout the school building (Office area, Main school corridor and in EYs).
- There are changing facilities and a shower room.
- ICT is used to help some of our pupils access the curriculum; there are interactive white boards in every room and all children have access to mobile technology (iPads/laptops) to support their learning when required.
- We endeavour to ensure that all class rooms have labelled resources, word walls, prompt mats, highlighting pens and reading strips so children can access the curriculum. There are also individual resources which include; number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities to support individuals based on their specific needs.
- We endeavour to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards, quiet work stations, areas of retreat and pictorially labelled resources (When appropriate to meet a child's needs).

Improving the delivery of information to disabled persons We ensure that all forms of communication are available to ensure that disabled pupils, parents/carers, volunteers and visitors can express their views on the school. We offer additional services for parents who are disabled and require support completing paperwork or understanding written information about the school or their child. Access to information is available to all pupils, staff, parents/carers, volunteers or visitors in a number of formats.

Admissions

In the first instance, places will be awarded to those pupils with a Statement of Special Educational Needs or Education, Health and Care Plan where the school is named as the most appropriate educational setting for the child. More information can be found on the admissions page of the school website or you can contact the school office or the admissions team on 01429 523768.

If a child has a special educational need and/or disability, staff will collaborate fully with parents and with other agencies and professionals, to ensure that Greatham Church of England Primary School can fully meet the needs of any child.

Accessibility Plan

Target	Action	Timescale	Lead	Resources	Outcomes
Training for staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> • Training from SALT, social communication team, sensory support team • Access to courses, CPD Outreach support from local special school • CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc 	<ul style="list-style-type: none"> • In place and ongoing • 	<ul style="list-style-type: none"> • SLT/SENCO • School Nurse 	<ul style="list-style-type: none"> • Training time 	<p>Increased access to the curriculum Needs of all learners met Maintain records of staff trained</p>
Effective use of resources to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> • All children will have access to iPads, laptops, dictation tools and reading pens. • Staff will be trained in how to assist children in the use of technology 	<ul style="list-style-type: none"> • In place and ongoing 	<ul style="list-style-type: none"> • SENCO • Class Teachers 	<ul style="list-style-type: none"> • Apps to support learning • Reading pen • Dictation tools 	<p>Positive impact on pupil progress Barriers to learning are removed by use of apps</p>
Adaptations to the curriculum to meet the needs of individual learners	<ul style="list-style-type: none"> • Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of 	<ul style="list-style-type: none"> • Every term 	<ul style="list-style-type: none"> • SENCO and SLT • 	<ul style="list-style-type: none"> • TA time 	<p>The needs of all learners met enabling positive outcomes</p>

	<p>access arrangements for assessment/National tests</p> <ul style="list-style-type: none"> • Same day interventions 				
Appropriate use of specialised equipment to benefit individual pupils	<ul style="list-style-type: none"> • iPads available to support children with difficulty recording • Sloping boards for pupils with fatigue problems or physical disability • Coloured overlays for pupils with visual difficulty (Reading Rulers) • Specially shaped pencils and pens for pupils with grip difficulty • Use of wedge/wobble cushions, • Use of weighted blanket, • chew toys, fiddle toys, • sensory diet toys 	<ul style="list-style-type: none"> • In place and/or to be ordered as required 	<ul style="list-style-type: none"> • SENCO • Class Teachers 	<ul style="list-style-type: none"> • Specialist equipment as listed 	Increased access to the Curriculum Needs of all learners met.
Sensory room to be developed and enhanced	<ul style="list-style-type: none"> • Purchase soft furnishings, lights, sensory toys, music 	<ul style="list-style-type: none"> • In place and/or to be ordered as required 	<ul style="list-style-type: none"> • SENCO • Class Teachers 	<ul style="list-style-type: none"> • Specialist equipment as listed 	Increased access to the Curriculum Needs of all learners met.

Equality objectives

Objective 1:

From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

Objective	Action	Who	When	Success Criteria	Monitoring
To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.	<ul style="list-style-type: none"> • Develop a reading spine for PSHE. • Ensure the library, reading areas and reading passport project ensure children have access to a range of reading material which celebrates diversity including the protected characteristics. • To create child friendly posters displaying the 	SR	September 2022	<ul style="list-style-type: none"> • Children will explore issues surrounding Equality, Diversity and Inclusion regularly. • Class sets of carefully selected texts will be created to support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding. 	

	9 characteristics.				
Objective 2: From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our children to have access to resources which reflect the diverse world we live in.					
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity locally, nationally and internationally.	<ul style="list-style-type: none"> children have access to a range of reading material, which reflects the diverse world we live in. Children participate In Inter-faith week 	CI, EM, JF, SR	From September 2023	<ul style="list-style-type: none"> Texts in the library, reading areas and reading passport reflect a diverse range of authors and characters. Children can talk about a diverse range of authors, characters and story themes. Through the texts they explore, children have the opportunity to consider issues of quality and diversity. 	
Objective 3: Following an audit of our SEND provision, we realised that we need to further develop relationships with parents of pupils with SEND.					
To promote a fully inclusive environment and learning opportunities for all parent/ carers	<ul style="list-style-type: none"> To provide a programme of regular parent/carer coffee mornings with training in different aspects of disability or SEN To ensure that local events 	ND	January 2024	<ul style="list-style-type: none"> Parents will be fully informed about the quality of provision in school Parents will have the opportunity to attend training Parents will inform action plans for pupils with SEND through questionnaires Parents will be fully informed of events and activities available in the local area. 	

	<p>for parents/carers and families of pupils with disabilities and Special Educational Needs regularly advertised on school website</p> <ul style="list-style-type: none">• To send out an annual questionnaire to parents/carers about the provision for pupils with disabilities and SEN				
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