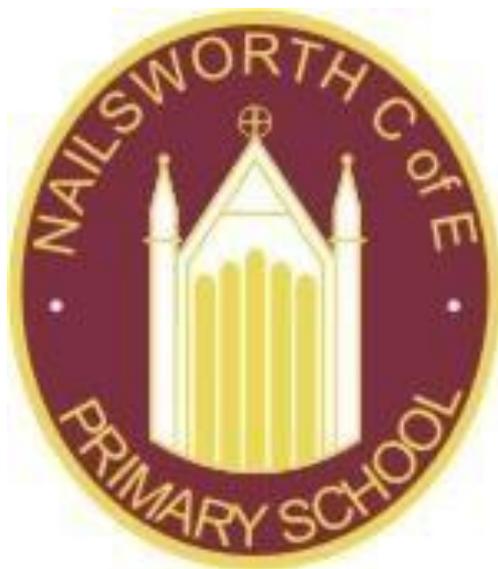


Policy Statement for

Equalities Policy



Change History	Summary of Key Changes
Dec 2014	Updated to new format
Jan 2016	Updated by Gill Saville/Vince Southcott
Jul 2017	Updated with new link for Racial incidents VJS Should be read in conjunction with Staff Behaviour Policy and Safeguarding Policy.
Feb 2019	Reviewed by Gill Saville.
Jan 2021	Governor review

Contents

Introduction	3
Ethos and Atmosphere	3
Our school vision statement:.....	4
Learning Environment	4
The Curriculum	5
Resources and Materials	5
Language.....	5
Organisation of Learning	6
Extra-curricular provision	6
Special Educational Needs and Disabilities	6
Provision for Bilingual pupils	7
Staffing and Staff Development.....	7
Harassment and Bullying	8
Parents and the Wider Community	8
Monitoring and Review	8

Consultation and Dissemination

This policy is in accordance with the **Equality Act 2010**, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with “protected characteristics” in terms of gender, race, disability, sexual orientation, religion/beliefs, age, gender reassignment, pregnancy/maternity, and marriage/civil partnership, in accordance with the Act. This policy has been written in consultation with the governing body and school staff and is available online via the school website and on request from the school office.

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Introduction

This policy statement outlines the commitment of the staff and Governors of Nailsworth CE Primary School to ensure that equality of opportunity is available to all members of the school community:

- Pupils
- Teaching staff
- Support staff
- Volunteers
- Parents
- Governors
- Extra-curricular activity providers
- Visitors to the school
- Students on placement

Equality permeates all aspects of school life and is the responsibility of every member of the school community. The responsibility for keeping the matters of equality at a high level of priority, at all times, and in all areas, is that of the head teacher.

In the context of the school we feel the most appropriate definition is that:

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

Ethos and Atmosphere

- We give every child the encouragement to flourish through developing their hopes and dreams, and the skills and talents they need to become successful human beings.
- At Nailsworth CE 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 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.
- School is a place where we want children to feel safe, valued and that they have a voice; where children are encouraged to talk and are listened to.

Our school vision statement:

1. To build an environment where our children can flourish.
2. Provide a balanced, broad and rich curriculum that will engage and motivate all our children.
3. To support our children to strive for academic excellence.
4. Support our children to be active members of the school, church and local community.
5. Encourage and grow spiritual awareness in our children.
6. Develop in our children a sense of being part of a global community.
7. To work with all stakeholders to ensure that the educational experience at our school is of the highest quality

Learning Environment

- There are consistently high expectations of all pupils regardless of age, gender, ethnicity, religion/belief, ability or social background.
- We believe that education should prepare each child to participate actively in the school community, local community and wider-community, encouraging them to engage with national and global issues.
- Our aim is to nurture and encourage children to develop their talents, allowing them to tackle challenges, with careful, targeted support and direction, and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

- The school places a very high priority on the provision for special educational needs and disability (SEND). We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work. Please refer to our SEND policy: <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>
- 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 Curriculum

- At Nailsworth C.E 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 2014.
- Our planning takes account of the differing needs of pupils and their progression.

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. These resources should:

- be equally accessible to all members of school community and consistent with health and safety
- reflect “the reality of an ethnically, culturally and sexually diverse society”
- be adapted to individual specific needs, supported with learning aids and/or supported by teaching assistants as is required in order to offer all children equality of access
- 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
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

Language

We recognise that it is important that all members of our school community use appropriate language which:

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

- 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 e.g. Inuit rather than Eskimo; Native Americans rather than Red Indians.

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 Nailsworth CE 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 and actively encourage equal access to all activities from an early age e.g. 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 (e.g. sports helpers). We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Special Educational Needs and Disabilities

All staff are safeguarding trained and aware of the added vulnerability of children who have Special Educational Needs and Disabilities and will be vigilant to provide additional support and guidance to ensure all children are respected for who they are.

Teachers take account of the individual needs of every child in their class, where possible adapting teaching methods, resources and activities to accommodate individual specific needs. Where a potential need is identified through Early Help assessment, the school aims to provide additional support in order to ensure that all children - regardless of their ability or disability - have equality of access to every aspect of school life.

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

We have an Accessibility Action Plan in place to focus our school development with three main strands:

1. Improve the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
2. Increase the extent to which disabled pupils can participate in the schools' curriculum.
3. Improve the delivery of information to pupils with disabilities

We have recently improved access at the main school entrance by having a new ramp constructed with automatic door entrance. We also have a new portable lift to support easier access through the hall, onto the stage and through to the classrooms. The development of our large building into a state of the art facility is an ongoing process. See *Appendix for more detail on our Accessibility Action Plan.*

Provision for Bilingual pupils

We undertake at Nailsworth CE Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- those from refugee families
- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

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

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

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
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Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

- 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, outlined in the Anti-Bullying policy which can be viewed here:

<https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

Further detailed procedures in relation to specific types of harassment or bullying behaviour can be found on Gloucestershire Safeguarding Children Board's online Procedures Manual. This includes, but is not limited to: Racist incidents, Bullying, Disabled Children, Harmful Sexual Behaviour, Spiritual, Cultural and Religious Beliefs, Underage sexual activity. The manual is located at:

<https://www.proceduresonline.com/swcpp/gloucestershire/contents.html>

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.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

The person on the staff responsible for co-ordinating the monitoring and evaluation of the Equalities Policy is the head teacher.

They will be responsible for:

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

- Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community
- Report to governors annually on the effectiveness of this policy
- Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:
 - Assessment results including SATS
 - 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

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
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APPENDIX: ACCESSIBILITY ACTION PLAN

We recognise:

1. Our duty under Part 3 of the Children and Families Act 2014 and associated regulations to fulfil our statutory duties towards children and young people with SEN or disabilities as set out in the Special Education Needs and Disabilities (SEND) Code of Conduct, July 2014
2. The need to demonstrate in our arrangements for children with SEND that we are fulfilling our statutory duty to have regard to the aforementioned Code
3. Our duties to provide:
 - reasonable adjustments for disabled children and young people
 - extra aids and services for disabled children and young people

Aims

At Nailsworth we aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through our CPD programme
- by providing written information for pupils with disabilities in a form which is user friendly
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

Accessibility Action Plan

The action plan will cover the following three main strands:

1. *Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

This strand of the Action Plan covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through an Education, Health & Care (EHC) plan and to a lesser extent through the Action Plan which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the Action Plan is that the SEND duties relate to the individual, whereas the Action Plan relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through their EHC Plan but the school might as a general measure provide blinds and adjustable lighting through the action plan.

2. *Increase the extent to which disabled pupils can participate in the schools' curriculum.*

This strand of the Action Plan will help to improve access to a full, board and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support,

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

In planning for greater accessibility, the school will consider all of the following for their impact on children with SEND;

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

3. Improving the delivery of information to pupils with disabilities

This part of the Action Plan covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Actions to ensure equality for pupils with disabilities

1. Monitoring

Nailsworth Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. Even though statistical samples may not be large enough to be significant, they may provide pointers for action.

We will monitor:

Owner:	EG	Delegated To	Standards
Review Frequency	2 yrs	Updated	Jan 2021
		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
Review Author	GS	Publish on Website?	Yes

- Admissions
- Attainment
- Attendance
- Response to teaching styles/subject
- SEN Register
- Extra-curricular activities
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTFA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

2. Review

1. These actions will be reviewed by the Senior Management Team on an annual basis and take into consideration accessibility at all levels.
2. We will undertake an annual disability audit using DfE materials and a review of all existing complementary plans
3. As a result of the audit, we shall:
 4. Update the action plan, including targets
 5. Make the policy and targets known to all teaching and ancillary staff, pupils and parents
 6. Monitor the success of the plan
4. The Plan will be reviewed annually by the Resources Committee and any changes will be minuted to the Full Governors Board.

Owner:	EG	Delegated To	Standards
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		Date Ratified	Jan 2021
Version	2.0	Next Review	Jan 2023
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