

The Priory CE VA Primary School

*Inspiring a generation to learn, flourish and achieve in a caring,
Christian community.*



EQUALITY POLICY

Incorporating:

Public Sector Equality Duty

Accessibility Plan

Equalities Objectives

Approval	Board of Governors	Chairman	Geoff Tabor
Headteacher	Sarah Richardson	Date of ratification	July 2024
Date of last review	Dec 2019	Date of this review	July 2024
Date of next review	Annually July 2025	Maintenance	Headteacher

Purpose

At Priory CE VA Primary, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by gender, those in receipt of pupil premium and those pupils with special educational needs and disabilities. We will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Priory CE VA Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our core values of love, aspiration, respect and forgiveness are at the centre of all we do.

The Public Sector Equality Duty (PSED) in schools

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality. The PSED extends to the following protected characteristics:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual Orientation
- Pregnancy or maternity
- Gender reassignment

How we comply with the PSED

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Embrace a 'Made to Flourish Mindset' approach to teaching and learning
- Seek to involve all parents in supporting their child's learning;
- Including teaching and classroom-based approaches appropriate for all our children, which are inclusive and reflective of our pupils.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by gender, those in receipt of pupil premium and those pupil with Special Educational Needs and Disabilities. and action any gaps;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on the grounds of any protected characteristic.

Exclusions will always be based on the school's Behaviour Policy and DfE guidance. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. Suspensions and exclusions will not discriminate on the grounds of any protected characteristic.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate any possibly discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality and the protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including any incidences or records of bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Roles and Responsibilities

The role of governors

- 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, and responsive to their needs.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristic.
- 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 background or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of any protected characteristic.

The role of the headteacher

- It is the headteacher's role to ensure the school is compliant with the Public Sector Equality Duty and s/he is supported by the governing body in doing so.
- It is the headteacher's role to implement the school's Equality Policy (which incorporates the Accessibility Plan and Equality objectives) and s/he is supported by the governing body in doing so.

- It is the headteacher's role to ensure that all staff are aware of the PSED and Equality Policy (which incorporates the Accessibility Plan and Equality objectives) and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to the Equalities policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.
- The headteacher will have due regard for, and will consider equality implications when developing policies and taking decisions.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's PSED and Equality Policy.
- All staff will strive to provide material that gives positive images of all those with protected characteristics, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism, homophobia or discrimination against a protected characteristic, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- Teachers will have due regard for, and will consider equality implications when implementing policies and taking decisions.

Consultation and involvement

The development of this policy, the implementation of the PSED, the Accessibility Plan, and the Equalities Objectives within it, will be informed by the input of staff, pupils, parents, carers and governors through:

- Feedback from any parent questionnaires
- Input from staff surveys or through staff meetings / INSET
- Feedback from pupil voice and pupil leaders, PSHE, RE and other curriculum areas
- Issues raised in annual reviews or reviews of progress on Individual Education Plans
- Feedback at Governing body meetings.

Tackling discrimination

Harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment.

All staff are expected to deal 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.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / assistant headteacher/headteacher where necessary. All incidents are reported to the headteacher and homophobic or racist incidents are reported to the governing body and local authority on an annual basis.

What is a discriminatory incident?

Harassment on grounds of a protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incident

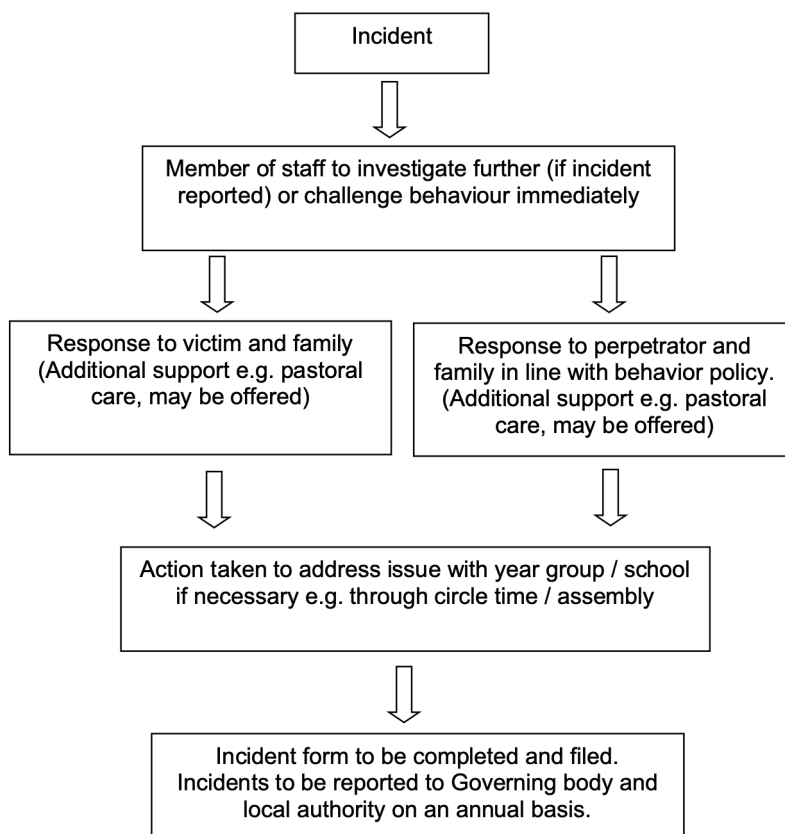
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of a protected characteristic;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's protected characteristic;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of a protected characteristic;

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:



Review of progress and impact

The policy 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 Objectives and renew them every four years. We will review the entire policy and accompanying accessibility plan on a three year cycle.

Publishing the plan

In order to meet the statutory requirements of the Public Sector Equalities Duty we will publish our policy, equalities objectives and accessibility plan on the school website, making hard copies available if requested.

Equality Plan

Objective	Intended Outcome	Key Actions in Place
Improve knowledge and attitudes to enable children to appreciate and value difference and diversity.	Children show understanding and appreciation of diversity of faith and race in Britain and Globally.	<ul style="list-style-type: none"> • Participate in the Christian Aid Global Neighbours programme. • Annual action plan drawn up by Global Neighbours Leader. • Black history and culture week • House Teams adopt one famous person with a disability chosen each year to reflect current influential people • National Holocaust Week • Children given opportunities to engage with local, national and global issues • Pupil leadership opportunities • Curriculum theme: Inclusion – coverage across curriculum to be evaluated annually
Train all members of staff and governors to be confident in supporting children with SEND and disabilities. To encourage admission applications from different groups for e.g. ethnic minorities, disabilities	Success in this objective will be seen by parents with SEND children continuing to choose the Priory School, a fully inclusive school community,	<ul style="list-style-type: none"> • Work with Linwood school for further training opportunities. eg Autism • PACE training for all staff • Seek further training and advice from wider agencies: OT, SALT, Nursing Team, Young Carers • Effective monitoring by school leaders to ensure all pupils have equal access to their teacher
To monitor the numbers of pupils with SEND or PPG	Consistently high numbers of children with SEND or PPG take part in	<ul style="list-style-type: none"> • Include conversations about Extra-Curricular activities in IEP meetings. • Provide additional funding where

<p>accessing extra-curricular activities/ leadership responsibilities</p>	<p>extra curricular clubs and represent school in leadership roles.</p>	<p>necessary to enable 1:1 support at extra-curricular clubs</p> <ul style="list-style-type: none"> • Support additional activities for pupils with SEND e.g.DARE TO BELIEVE competitions • Pupils with SEND are given leadership responsibilities in school. Eg, reading ambassadors, eco warriors, etc.
<p>Ensure that spiritual, social and emotional wellbeing of our children and staff is intrinsic part of Priory School, ensuring all achieve across the curriculum.</p>	<p>Pupils and staff flourish. High academic outcomes. High engagement of pupils in learning and through participation in the full life of our school. Staff retention is high and very low levels of staff absence.</p>	<ul style="list-style-type: none"> • School Vision 'Made to Flourish' is at the heart of the school and enables all pupils and staff to develop spiritual and emotional growth. • Through the Personal Development Team, leaders across the school consistently monitor and evaluate the impact of social and emotional opportunities for pupils. • Implementation of Trick Box mental health resource to improve all pupils' coping strategies. • Senior Mental Health lead trained; implementing and evaluating whole school approach. • Wellbeing surveys completed by staff and pupils at least annually. • Access to trained counsellors for staff. • Low staff absence.
<p>To reduce bullying incidents of all children but especially those with SEND and break down negative attitudes towards those with SEND.</p>	<p>The number of bullying incidents of SEND pupils is reduced through challenging the attitudes and thinking of all pupils towards those with SEND.</p>	<ul style="list-style-type: none"> • Participate in the All Together Anti-Bullying Award • All Together ambassadors elected in each class to help promote a positive and respectful behaviour culture in our school. • Review our Anti-bullying charter with our pupils. • Staff complete All Together anti-bullying training modules. • Curriculum opportunities are planned to break down stereotypes or negative attitudes towards those with SEND. • Curriculum opportunities are planned to celebrate difference and diversity. • Visitors and speakers with SEND invited in to school to inspire the children and break down stereotypes. • Ensure our school follows the Social Model so that all pupils are valued and included.

Accessibility Action Plan 2024-2027

An accessibility action plan is outlined below

Objectives	Current good practice, including established practice and practice under development	Actions to be taken	Person responsible	Date to be completed by
<p>Improve access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Liaise with medical professionals to ensure any medical needs are met. • Adaptations for children with visual impairment • Nurture spaces; ELSA provision; pastoral care and parent support room; Attention Autism group (move to learn); speech and language; Lego Therapy; • Links with Outreach, Linwood and Victoria, including seeking advice for inclusive PE and BOOST support and access for children with disabilities • Autism training for all staff – tier 1; • Classroom resources including writing slopes, wobble cushions, ear defenders, fiddle toys etc • Transport and additional staff support to enable Trip/PE/ swimming provision for any child with disability • EEF Toolkit and Advice used to inform TA training and create a bespoke CPD training package in school. • Dorset PE consultant available to support with ensuring PE is fully inclusive and provide CPD for staff to improve teaching in PE 	<ul style="list-style-type: none"> • Ongoing risk assessments and audits for offsite activities and school visits • Ongoing audits and assessments with outside agencies (physiotherapists, occupational therapists, vision support, hearing support etc) to determine needs of individual children and provision required • Evaluation of resources reflecting diversity • curriculum theme for Inclusion includes disabilities within the curriculum (eg class reading book) • Monitoring of access to extra-curricular clubs and activities • Liaison with parents to ensure any adapted provision is effective • Ensure teachers and support staff have specific training on disability • Make greater use of ICT software and hardware to support learning • Train more staff in sign language and communication systems e.g. PECS / PEIC D or Makaton • Train more staff in Trauma informed practice 	<p>Classteachers</p> <p>SENCo/Inclusion Leader</p> <p>Curriculum leaders</p> <p>Personal Development Leaders</p> <p>Headteacher</p>	<p>Ongoing</p>

<p>Improve and maintain access to the physical environment</p>	<p>Access to Early Years playground Calm, quiet spaces: The Hive, The Nest, Develop Forest School Area which is accessible to all. Disabled toilet access Corridor to be built adjoining two parts of school - all one level. Changing Facilities that allow for privacy and dignity.</p>	<ul style="list-style-type: none"> • Emergency Evacuation Plan (PEEP) for all pupils and adults with difficulties • Address whole school access through the planning and construction of corridor to adjoin two parts of the school, creating one level flooring. • Improve facilities for children and staff with regards to Changing Facilities. Space and comfort, privacy and dignity. 	<p>Headteacher School Business Manager Governing Body</p>	<p>Ongoing 2024-2026 2024-2026</p>
<p>Improve the availability of accessible information for disabled pupils and parents with English as an Additional Language.</p>	<p>Laptops available to pupils with additional needs.E.g. visual impairment, dyslexia, poor fine motor control. Scribes used in SAT tests to ensure achievement is not hindered. Large White Boards used in classrooms to ensure high quality delivery of information.</p>	<ul style="list-style-type: none"> • Ensure the delivery of information in writing in an appropriate format by providing suitably enlarged, clear print for pupils with a visual impairment • Use of visualisers to ensure high quality delivery of key learning. • Give guidance to staff on dyslexia and accessibility information • Provide access to policies/information in other languages for dual language families • Making PEC's cards • Giving children access to assistive technology eg widgeit 	<p>Classteachers SENCo/Inclusion Leader Curriculum leaders Admin Staff Headteacher</p>	<p>Ongoing</p>