

St John the Baptist Primary School

Equality and Accessibility Plan

Reviewed Spring 2025 Governor Approved Yes Next Review due Spring 2028 Safeguarding Policies
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Equality Policy

January 2025 – January 2028

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people and will include the reviewed and revised School Accessibility Plan.

Introduction

St John the Baptist Primary School is fully committed to offering equality of opportunity to all children and adults. Our strapline is '**Everyone different, everyone loved**' and we believe that no child or adult should be discriminated against on the grounds of age, class, culture, disability, gender, language, race, religion, sexuality or special needs.

In line with the current equalities legislation (see below), St John the Baptist Primary School will be proactive in promoting equality, eliminating discrimination and eliminating harassment. We will do this in our capacity as an educational provider for our pupils, an employer of staff and a service provider to parents and the public. We aim for every child and adult at St John the Baptist Primary School to achieve the best that they can in all that they do.

We encourage everyone to respect the rights of others and to celebrate the wide diversity of our society, in other words, to be tolerant and co-operative in all circumstances. Any attitude, use of language, action or practice which assumes or implies inherent inferiority or superiority of any group will be dealt with and challenged whether it is overt and intentional, disguised yet deliberate, or unintentional. Any such action, verbal or physical, by pupils will be dealt with rigorously through counselling, staged consequences and parental involvement, where necessary. The guiding principles are for children to understand, take responsibility for, repair damage from and learn from their mistakes/decisions. Any incidents of racism and/or bullying are recorded and reported to governors on a regular basis.

Adults are expected to behave in a positive and appropriate manner; failure to do so may result in disciplinary action. We welcome and actively seek contributions from members of the community including visits, special events, visitors, celebrations and assemblies. We also consult with parents, pupils and governors on how we can improve our provision. We welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the following groups: age (for employees not for service provision); disability; race; sex (including issues of transgender); gender reassignment; maternity and pregnancy; religion and belief; sexual orientation; marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information - to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

Human rights are the basic rights and freedoms that belong to every person in the world. The European Convention on Human Rights protects the human rights of people in countries that belong to the Council of Europe. In the UK, human rights are protected by the Human Rights Act 1998. Article 8 - the right to respect for your family and private life, your home and your correspondence is one of the rights protected by the Human Rights Act.

To fulfil our legal obligations, we are guided by a number of principles:

1. All pupils, families and staff are of equal value

We see all current and potential pupils, parents and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents or pupils may face in relation to their protected characteristics:

- **Disability** - we note that reasonable adjustments may need to be made
 - **Gender (including transgender)** - we recognise that girls and boys, men and women have different needs
 - **Religion and belief** - we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
 - **Ethnicity and race** - we note that all have different experiences as a result of ethnic and racial backgrounds
 - **Age** - we value the diversity in age of staff and parents
 - **Sexual orientation** - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
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- **Marital status** - we recognise that our staff and parents may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- **Pregnancy and maternity** - we believe that our staff and parents should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve, ensuring views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion.

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years. The objectives take into account both national and school level priorities and are informed by sound analysis and evaluation of school performance.

Application of the principles within the equality duty: The principles outlined above will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities for Implementing the Single Equality Scheme

The Head Teacher will: ensure that staff and parents are informed about the Single Equality Scheme and that it is implemented effectively and report to the Governing Body at least annually, on the effectiveness of the scheme

The Governing Body will: support the Head Teacher in implementing any actions necessary and evaluate and review this scheme as necessary.

The Senior Leadership Team will: have general responsibility for supporting other staff in implementing this scheme and provide a lead in the dissemination of information relating to the scheme

Parents/Carers will: have access to the scheme and be encouraged to support the scheme. They will be informed of any incident related to this scheme which could directly affect their child.

School Staff will: accept that this is a whole school issue and support the Single Equality Scheme

Pupils will: be made aware of any relevant part of the scheme, appropriate to age and ability

	Targets	Strategies	Intended Outcomes	Timeframe & responsibility	Monitoring
Curriculum	To ensure that the curriculum is differentiated appropriately to take account of the learning or disability needs of individual pupils.	Staff differentiate learning activities and provide concrete apparatus and resources to support learning when required.	All children have access to the full curriculum, which is matched and adapted to their needs as required.	On-going All staff	SLT to check for differentiation when monitoring T&L. Lesson observations, scrutiny of children's work.
Curriculum	To respond to individual and group needs as identified particularly when a child is diagnosed with specific need or disability.	Use LA guidelines for pupils with different SEND. Use information and advice from relevant agencies. All SEND pupils have support plans. Pupils with disability or health needs have health care plans. Source appropriate CPD for staff. Follow SEN COP 0-25.	Equal access to the curriculum for pupils with SEND or medical needs.	On-going in response to need. SENCo & LT.	SLT and teachers monitor pupil progress termly at pupil progress meetings and during SLT monitoring and moderation meetings. Termly monitoring of SEND Support plans.
Curriculum	To make sure that newly appointed staff are aware of disability equality requirements.	Reference to SEND in handbook, which is given to newly appointed staff. ECTs to attend relevant training as part of teacher induction.	Familiarity with implications of the disability legislation.	On-going SENCo Admin team	Monitoring of SEND support plans and health care plans will ensure all staff are following procedures.

Curriculum	To ensure pupils with SEND have the same opportunity to access extra-curricular and out of school activities.	Monitor groups of pupils who attend extra-curricular and out of school activities to check the representation of pupils with SEND.	Inclusive participation in extra-curricular and out of school activities.	On-going SENCo Pastoral support Team (PST)	Participation of children with SEND taking part in extra-curricular activities monitored by SENCO and PST.
Curriculum	To ensure smooth transition of pupils with SEND from primary to secondary school.	SLT, SENDCo and other relevant staff identify pupils who will benefit from enhanced transition then plan and work with secondary schools to implement individual transition plans.	Pupils' needs are understood in advance of transfer by key staff in secondary school and appropriate resources are in place to meet them.	On-going AHT for T&L SENDCo Y6 staff PST	The LA monitors transition procedures School follow LA procedures to RAG children and plan transition accordingly.
Curriculum	To improve staff knowledge and skills to support pupils with SEND needs. To ensure that staff training needs are met so that they can respond to the needs of individuals and groups of pupils with SEND.	Training for classroom staff in specific area of SEND e.g. supporting pupils with short-term memory difficulties. Regularly review professional development needs in relation to our pupils' disabilities. Use Stockton's online professional development resource to access appropriate courses. Staff take some responsibility for identifying their own CPD needs. Continue to access LA training for teachers and support staff for a range of disabilities.	Staff become more skilled to identify and support pupils with SEND. Improved provision for pupils. Teachers and support staff are more able to meet the needs of pupils with SEN & disabilities.	Whole staff training annually – SENCo. On-going individual CPD in response to staff requirements – individual staff and SLT.	CPD is monitored by SLT and shared with governors at termly full GB meetings.

	Targets	Strategies	Outcome	Timeframe & responsibility	Monitoring
Environment	To respond as required to the needs of pupils with disabilities on admission and to the needs existing pupils if a disability is identified at any time after admission.	Make reasonable adjustments to meet the needs of individuals with a disability. All staff are aware of 'duty of care'. Staff assess and write risk assessments when needed.	Access meets the needs of all pupils.	On-going in response to need SENDCo	Suitability of classroom environment evaluated by staff and any concerns or adaptations required reported to SLT. Risk assessments monitored by SLT.
Environment	To ensure that the physical environment of the school and site are fully accessible and safe for all pupils, staff and the school community.	Monitor the site to ensure it stays safe for the whole school community.	Access meets the needs of all members of the school community. Any health and safety issues are quickly identified, reported and acted upon.	On-going in response to need. Resources Committee. Leadership Team.	Site manager monitors site as part of regular daily duties. Annual check of the site by a Stockton health and safety officer.
Environment	To consider implications for disabled people when planning any new building work or refurbishment including access, lighting, acoustics, audio systems etc.	All refurbishments, new builds and extensions comply with the DDA and current accessibility building regulations.	Access meets the needs of all members of the school community. Improved environment.	On-going. SSC LT	Increased access to all areas of school. Resources committee monitor adaptations to the site and minutes of meetings shared with all governors.

	Targets	Strategies	Outcome	Timeframe & responsibility	Monitoring
Communication	To provide written material in alternative formats for pupils.	Adapt materials as required for identified pupils e.g. text readers, large print, printed on coloured paper, use of overlays.	Availability of written material in alternative formats for pupils if required.	On-going as required.	Monitored by SLT and LT as part of ongoing monitoring of teaching and learning i.e. lesson planning, individual support plans, work scrutiny.
Communication	To communicate effectively with all pupils.	Adapt teaching and learning to meet the needs of pupils e.g. seating plan for pupils with a hearing impairment, use of radio hearing aids. Awareness of communication difficulties for pupils with an ASD.	Teaching meets the communication needs of all pupils.	On-going as required.	Monitored by SENDCo and LT as part of ongoing monitoring of SEN Support plans and health care plans.
Communication	To seek local authority support when required to communicate effectively with all parents.	Assess the necessity for communications to be provided in a different language/format during the admission process. When possible deliver essential information for parents in alternative ways.	Essential communications with parents available in suitable formats if requested	On-going as required.	Pupil and family support workers and administration staff report to SLT if a parent requests information in a different format during the admission process.

'Everyone different, everyone loved'

