

**Hintlesham and Chattisham Church of England  
Primary School**



**St Edmundsbury and Ipswich**  
Diocesan Multi Academy Trust

**Equalities and Accessibility Policy**

<b>Signature of Headteacher</b>	
<b>Approved by The Local Governing Body</b>	Hintlesham and Chattisham CE Primary
<b>Signature of Chair of Governors</b>	
<b>Date approved</b>	June 2021
<b>Review date</b>	June 2022

## **School Vision**

“Jesus is the light of the world... we are gems that reflect his light as we learn.”  
The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17)

### **1. Introduction**

At Hintlesham & Chattisham C of E Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. 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 race, gender and disability and 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 Hintlesham & Chattisham, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As a Church school, our curriculum places an emphasis on spiritual, moral, cultural, social and emotional development. Differences and diversity are celebrated. We promote tolerance and respect for others through our Christian values, Worship, curriculum and school rules. Hintlesham & Chattisham is a welcoming, inclusive school, in which we ensure that all children have an equal opportunity to participate and succeed.

This policy should be read in conjunction with the school's policies for Behaviour, Anti-Bullying and Special Educational Needs and Disability (SEND).

### **2. Principles**

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths of groups within the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Therefore, the principle of equality for all is evident in all our policies and practice rather than just this document.

Every member of the school community should feel safe, secure, valued and of equal worth. At Hintlesham & Chattisham school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability,

religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

### **3. Equalities and the Law**

The Equality Act 2010 replaced all existing equality legislation. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy / maternity.

The general duty is set out in Section 149 of the Equality Act 2010. In summary, all public bodies and schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. The school's four year rolling action plan (Appendix 1) is reviewed by the Headteacher and informs school development planning.

### **4. Monitoring and Review**

The Headteacher is responsible for co-ordinating the monitoring and evaluation of the Equalities Policy and action plan. The Headteacher will evaluate the effectiveness and impact of actions taken. The Headteacher is responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working with the designated governor responsible for equality;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

## **5. Policy Commitments**

### **Promoting Equality: Curriculum**

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

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and religion. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school through monitoring achievement/progress data by ethnicity, gender and disability;
- Targeted interventions must be used to narrow gaps in achievement;
- We must take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

### **Promoting Equality: Ethos and Atmosphere**

- At Hintlesham & Chattisham 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 a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality and are frequently monitored;

- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies and classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

### **Promoting Equality: Staff Recruitment and Professional Development**

- The school has a separate policy for Recruitment, which includes consideration of equalities;
- Class Teacher posts are advertised formally and open to the widest pool of applicants;
- Advertising is carefully worded in order to avoid discrimination;
- The Headteacher is aware of what should be done to avoid discrimination and ensure good equality practice through the recruitment and selection process. The Headteacher guides recruitment, selection and interview panels to ensure good equality practice;
- Steps are taken to encourage all parents, including those from under-represented groups, to play an active role in school life, such as requesting voluntary support and inviting all parents to attend 'learning cafes' and meetings of the 'Hintlesham School Association';
- Access to opportunities for professional development is monitored for all staff members;
- Equalities policy and practice is covered in staff inductions;
- Supply staff and other external agencies are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports the number of prejudice related incidents recorded in the school to Governors every term and to the LA or St Edmundsbury and Ipswich DMAT on request.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

Hintlesham & Chattisham School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication, including parent forums and surveys, to ensure parents' views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of all newly arrived pupils are made to feel welcome.

## **6. Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Our admissions arrangements are published annually on our website.

Exclusions will always be based on the school's Behaviour Policy.

## **7. Tackling discrimination**

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

All staff members 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.

Prejudice-related incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and prejudice-related incidents are reported to the governing body on a termly basis. These incidents are reported to the St Edmundsbury and Ipswich Diocesan Multi Academy Trust and the Local Authority on request.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation 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.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

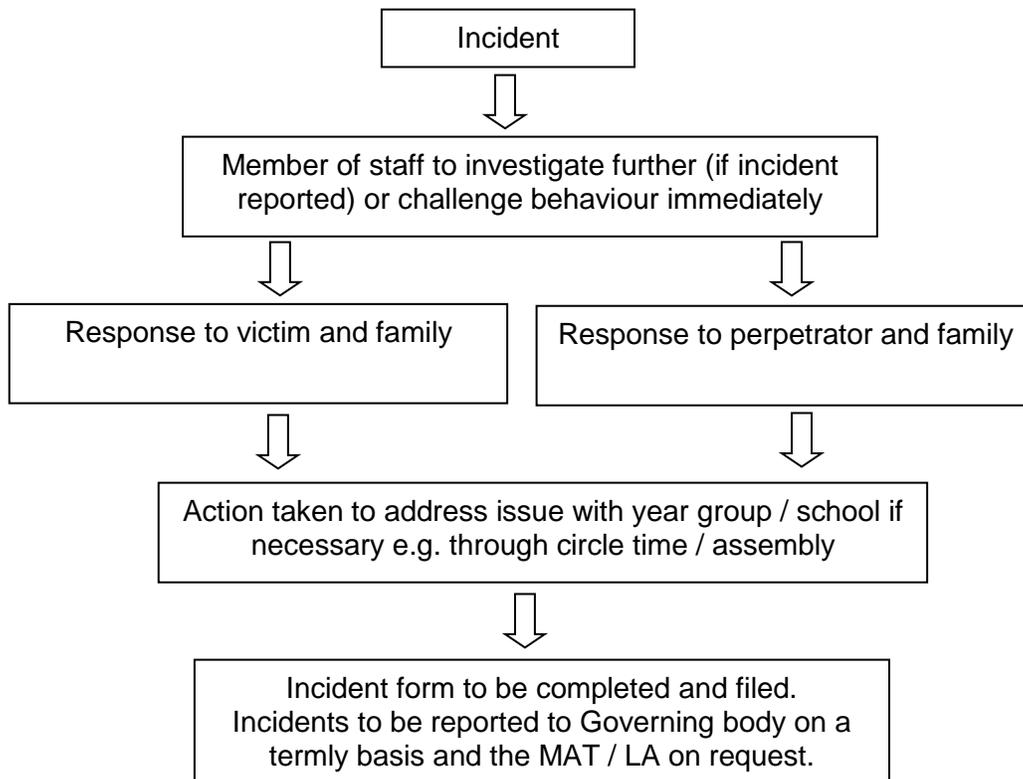
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or 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 race, disability, gender or sexual orientation;
- 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 race, gender, disability or sexual orientation.

### Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. It is essential that prejudice-related incidents are reported and recorded clearly. All staff members are made aware of this policy and should be confident in tackling incidents of discrimination.

A procedure for responding and reporting is outlined below:



## **8. Disability and Accessibility**

This section should be read in conjunction with the school's Special Educational Needs and Disability Policy.

### **Definition of disability**

Disability discrimination laws developed in the 1990s when it became more widely recognised that disabled people were facing discrimination. The Disability Discrimination Act (DDA) originally came in force in 1995 and it was significantly amended and extended over the following 15 years, gradually bringing more protection for pupils with a disability.

The Equality Act has now taken over from the DDA. As well as supporting the rights of pupils with a disability by giving greater legal protection against discrimination, it emphasises the legal duty on education providers, employers and service providers to make reasonable adjustments so people with a disability can take part in education, use services and work.

The legal definition of disability in the Equalities Act 2010 is 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The definition is designed to be as broad as possible and there are a wide variety of conditions and impairments that will be covered. Some impairments automatically meet the definition from the point of diagnosis, such as cancer, HIV and Multiple Sclerosis. People registered as blind or partially sighted are also automatically regarded as disabled under the Act.

Physical or mental impairment can include:

- physical impairments, such as mobility difficulties;
- sensory impairments, for example visual or hearing impairments;
- learning difficulties, including people with specific learning difficulties such as dyslexia;
- mental health conditions which have a long-term effect;
- genetic and progressive conditions, if the condition affects your ability to carry out normal day-to-day activities;
- conditions which are characterised by a number of cumulative effects such as pain or fatigue;
- hidden impairments such as asthma or diabetes, if these have an effect on your day-to-day activities.

## Legal duties

The Equality Act harmonises the three previous duties on disability, race and gender into one single, general Public Sector Equality Duty (PSED). This came into force in April 2011 and it requires public authorities, including schools, to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations.

The Equality Act emphasises the legal duty on schools to make **reasonable adjustments** so all people can take part in education, use services and work.

'Adjustments' are changes to policies and procedures or changes to buildings to make them physically accessible. 'Adjustments' can also mean providing equipment and human support. The aim is to prevent people from a protected group, such as disability, being disadvantaged compared to people who are not from that group. Adjustments could include:

- Applying for special arrangements for examinations, such as ordering large print versions of tests for pupils with visual impairments;
- Ensuring that students with Special Educational Needs have access to appropriate resources to support their learning, such as sloping desks;
- Providing adult support for pupils with particular needs, such as learning intervention programmes.

There is no justification for failing to make a **reasonable** adjustment. However, some adjustments may not be reasonable and factors to consider include:

- The effectiveness of making the adjustment and whether it is practical to do so;
- The financial resources of the school;
- Health and safety requirements;
- The relevant interests of other people – for example if the adjustment results in significant disadvantage for other pupils.

As well as a legal obligation, complying with the general equality duty is good practice and reinforces the values and ethos of Hintlesham & Chattisham C of E Primary School. The school aims to meet the diverse needs of our school community consistently. This results in better informed decision-making and policy development and has a positive impact on the achievement of all pupils.

## **9. Community cohesion**

Schools have a duty to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs, social groups and socio-economic backgrounds.

## **10. Responsibility for the Policy**

In our school, all members of the school community have a responsibility for the promotion of equalities.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Equalities and Accessibility Objectives or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership Team** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality and Accessibility Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all staff members and volunteers are aware of, and comply with, the Equalities and Accessibility Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Making this policy available on the school's website and on request;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All school staff members** have responsibility for:

- The implementation of the school equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

### **Measuring the Impact of the Policy**

This policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The school will monitor the achievement and participation of pupils from protected groups and such monitoring will feed into policy reviews.

The Equality Act 2010 replaced all existing equality legislation. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy / maternity. The general duty is set out in Section 149 of the Equality Act 2010. In summary, all public bodies and schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. The four year rolling action plan below is reviewed each year. Further information about equality issues can be found in the school's Equality Policy.

Objective	Equality Duty	Success Criteria	Lead Person	Resources	Monitoring	Timescale
To ensure that all pupils (including new to school pupils) are included in all aspects of school life, regardless of background or race.	Eliminate unlawful discrimination	<ul style="list-style-type: none"> <li>• Review the Admissions policy to ensure non-discriminatory to all groups</li> <li>• School Council to write welcome booklet for all new pupils that demonstrates schools inclusive ethos</li> <li>• Survey new pupils / parents - perceptions show school supports and is inclusive to all new pupils effectively</li> <li>• Ensure all ethnic backgrounds are included in clubs</li> </ul>	Head teacher  School Council	School Council meeting time	Personnel Committee Governors Premises Committee Governors HT	Booklet Easter 2022 Perceptions Dec 2021 Clubs – Covid permitting Easter 2022
To raise the aspirations of pupils from all ethnic backgrounds and narrow the gap between in English by the end of Key Stage 2	Advance equality of opportunity	<ul style="list-style-type: none"> <li>• Pupils from alternative ethnic backgrounds make good progress. Review how we monitor progress for this group of children. Progress demonstrated through:                             <ul style="list-style-type: none"> <li>○ Internal tracking system;</li> <li>○ Classroom observations;</li> <li>○ Pupil progress meetings</li> </ul> </li> <li>• Complete a curriculum audit to ensure Cultural Diversity is represented</li> <li>• Complete a school book audit to ensure a range of books that demonstrate Cultural Diversity are available</li> <li>• Complete a school Diversity audit</li> </ul>	Head teacher  SLT  SL's ESL  HT	Pupil progress meeting time SL time Diversity range of books	Standards Committee Governors  Whole Governing Body HT SL's ESL SLT	April 2022   September 2021 September 2021 September 2021
To engage all parents and members of the school community, ensuring that communication is effective and that all parents are actively involved in learning	Foster good relations  Eliminate discrimination	<ul style="list-style-type: none"> <li>• Review forms of communication, including Parent Mail system, parent consultations, open classrooms, newsletter, curriculum letters</li> <li>• Review the use of whiteboard / noticeboard outside for easy to understand reminders</li> <li>• Continue to engage parents in activities, including sharing cafés (including activities reflecting different cultures/ traditions) as soon as Covid guidelines permit</li> <li>• Pursue the WIRE award which will involve children completing some activities with parental support</li> </ul>	Head teacher  Class teachers	Parentmail £400 annually	Whole Governing Body  SLT & CT's	WIRE award by Jly 2022  Cafés as soon as Covid guidelines permit

To raise the awareness of equality and diversity through staff training	Eliminate discrimination Foster good relations	<ul style="list-style-type: none"> <li>• Refresh staff training on Equalities legislation, diversity and dealing with prejudice-related incidents (including transgender information)</li> <li>• New curriculum policy to refer to opportunities to learn about diversity</li> </ul>	Whole staff	Training £500 (Educare)	Standards Committee Governors	Sept 2021  Jly 2022
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# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include enlarging when required and providing concrete resources as well as differentiation to allow access of all subjects.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure that the curriculum is continuing to meet the needs of all pupils with identified needs by monitoring individuals in class.</p> <p>Ensure that all pupils with individual needs are making progress at the right level.</p>	<p>All classes to be visited by SENCo to ensure that individuals children's needs are consistently being met.</p> <p>All pupils with individual needs are monitored by CT's and HT at pupil progress meeting. HT to liaise with SENCo to ensure that this progress is at least expected.</p>	<p>SENCo</p> <p>CT's/HT/SENCo</p>	<p>May 2022</p> <p>Termly</p>	<p>Children able to access the curriculum.</p> <p>Children included on Provision Maps Outcomed IEP's show agreed rates of progress with appropriate targets</p> <p>Additional support put in place in a timely manner</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and parents as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking is permitted in the staff car park for blue badge holders</li> <li>• Disabled toilets</li> </ul>	<p>Ensure all staff are aware of and allow access for blue badge holders in car park</p> <p>Ensure the maintenance of the physical environment to allow for continued access to the physical environment</p> <p>Consider dedicated permanent parking if the space becomes available through expansion in the future</p>	<p>New staff to be made aware of the car park arrangements</p> <p>All staff to be vigilant in reporting issues that affect access for all</p>	<p>HT</p> <p>All staff</p>	<p>As new staff are appointed</p> <p>Ongoing</p>	<p>All staff aware of parking arrangements</p> <p>Any issues that arise are dealt with in a timely manner</p>
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure all staff are aware of pupils and parents with disabilities</p> <p>Review termly the requirements of individuals to ensure their needs are being met</p>	<p>HT, Office manager &amp; SENCo to review termly</p>	<p>HT, Office Manager &amp; SENCo</p>	<p>Termly</p>	<p>Any new needs are met in a timely manner</p>

## **4. Monitoring arrangements**

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and Governing Body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy