

## EQUAL OPPORTUNITIES & ACCESSIBILITY

Our school recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age. This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

The Equality Act 2010 provides a modern, single legal framework with three broad duties: Eliminate discrimination; Advance equality of opportunity; Foster good relations. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows: Age, Disability, Race, colour, nationality or ethnicity, Sex, Gender reassignment, Maternity and pregnancy, Religion and belief, Sexual orientation, Marriage and civil partnership

The Act makes it unlawful for the responsible body (Governing Body) of a school to discriminate against, harass or victimise a **pupil or potential pupil**: In relation to admissions, In the way it provides education for pupils, In the way it provides pupils access to any benefit, facility or service; By excluding a pupil or subjecting them to any other detriment. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

In order to meet our obligations, we:

- Create an environment in which all staff and pupils, whatever their sexual orientation or gender assignment, feel equally welcome and valued.
- Foster fairness and justice for all and challenge personal prejudice and stereotypical views through the education we provide in our school
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Ensure equality of opportunity for all pupils across the full range of educational opportunities provided by the school
- Ensure all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone

### HOW WE HAVE DUE REGARD FOR EQUALITY

- We give due regard for equality issues in decisions and changes we make.
- Where applicable our policies make explicit that we aim to give careful continuous consideration to equality issues
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- We analyse our data to ensure we act upon any concerns in relation to the protected groups
- The Leadership Team of the school is concerned with closing gaps for all children and this is reflected in the school's values.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

### HOW WE ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS:

We try to ensure that everyone is treated fairly and with respect and that our school is a safe, secure and stimulating place for everyone.

We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.

We recognise that for some pupils extra support is needed to help them to achieve and be successful.

We try to make sure that people from different groups are consulted and involved in our decisions.

We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We promote cultural understanding and awareness of different religions.

We ensure that there are sufficient opportunities within the school's curriculum to address equalities issues

We ensure that displays are reflective of the wider community.

We monitor bullying and harassment of pupils and staff by race, disability and gender and uses this information to make a difference to the experience of other pupils

We monitor and promote the involvement of all groups of children in the extra-curricular life of the school, including leadership opportunities, especially children with special educational needs and disabilities.

We actively close gaps in attainment and achievement between children and all groups of children; especially children eligible for free-school meals, children with special educational needs and disabilities, looked after children and children from minority ethnic groups.

We are committed to the elimination of the use of homophobic, sexist and racist language by children in the school.

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

**GENDER EQUALITY:** We are committed to ensuring that all individuals and groups of pupils make the best possible progress in our school.

Strategies to ensure this include:

- Ensuring that literacy skills are promoted in all activities in the Early Year's Foundation Stage
- Ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike
- Removing gender bias from our resources

- Promoting positive male and female role models and minimising male and female stereotyping
- Employing a variety of learning styles, including kinaesthetic learning

**RACIAL EQUALITY** In our school we will strive to promote equality of opportunity, attainment and wellbeing and eliminate all forms of racism and racial discrimination. In order to achieve our aim our school ensure

**CURRICULUM**

- Equality of opportunity and access to the curriculum.
- Opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity.
- Planning, resources educational visits, visitors and extra-curricular provision reflect a range of cultural backgrounds, learning styles and linguistic needs and challenge racial discrimination, stereotyping and bias.

**TEACHING AND LEARNING**

- That the progress and attainment of all ethnic groups are tracked and evaluated against local and national data.
- Appropriately challenging targets are set for all of our children.
- A range of styles are employed, including collaborative learning, so that pupils can learn to value working together.

**EMOTIONAL WELL BEING**

- That every child is supported to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people’s identities.
- That every child develops the knowledge, understanding and skills they need in order to participate in Britain’s multi-ethnic society and an interdependent world.

**BEHAVIOUR**

- Procedures for managing behaviour and disciplining pupils and applied consistently to all ethnic groups.

**PARTNERSHIP**

- All pupils, staff and parents are aware of our policy and our procedures for dealing with racist incidents.
- All members of our school community contribute to our culture of positive attitudes towards diversity.
- Visitors and contractors comply with the school’s race equality policy.

**STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

That the principles and practices of racial equality are adhered to in all recruitment and selection and professional development processes.

**REPORTING AND RECORDING**

All racist incidents are recorded on CPOMS and reported back to Governors

**DISABILITY EQUALITY**

- Ensures equal access to information for all parents.
- Modifies teaching and learning for children with disabilities
- Ensure that the school environment is as accessible as possible to pupils, staff and visitors to the school.
- Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community
- Sets out our Accessibility plan objectives for a 3 year period and review the progress annually. The plan has three inter-linked elements:

	TARGETS	STRATEGIES	OUTCOMES
<b>CURRICULUM</b>	To ensure both curriculum and extra-curricular activities are accessible to all children	Annual review of curriculum to maximise improvements and adaptations	Curriculum and extra-curricular activities are open to all children
<b>ENVIRONMENT</b>	To ensure reasonable access to buildings and grounds for all children	Discuss all development plans with Archdiocese and LEA officers and take advice as to how existing difficulties can be overcome	Access to buildings and grounds maximised
<b>INFORMATION</b>	To improve communication with disabled pupils and their families	To ensure that all information is accessible to all families	Continual improvement of information to disabled pupils and their families

**OUR EQUALITY OBJECTIVES**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages, we felt it appropriate to have an objective for each group.

Type of group objective	Objective	Measure
<b>Disability</b>	Termly review and development of provision maps, staffing and resources to improve attainment of our vulnerable children, including those on the SEN register	All SEN & D children make 2 levels progress
<b>Sexual Orientation &amp; Gender Assignment</b>	Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all	Curriculum includes more engaging and motivational topics chosen by the children
<b>Ethnicity</b>	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress	Data is monitored termly
<b>Religion</b>	To have a 4 year cycle in place for assemblies allowing for links with other faiths to be planned also in-line with SMSC	Monitoring shows appropriate links to assembly themes & religions linked to SMSC