



# HARTWELL PRIMARY SCHOOL

## Equality and Accessibility Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

*'Believe, Aspire, Grow'*

## **Statement of Intent**

At Hartwell Primary School we have a strong ethos built on deeply Christian values where all members of our school community are valued regardless of their learning needs, disability, ethnicity, culture, religious belief, nationality, gender or sexual orientation. We believe in fostering good relations between all members of our community by tackling prejudice and promoting understanding between pupils.

The Hartwell Primary School Equality and Accessibility Policy is intended to eliminate unlawful discrimination, harassment and victimisation.

This policy applies to staff, pupils and people using the services of the school, such as parents and our community. It brings together the Race, Disability and Gender Act into one single document. It also follows the guiding principles of the Church of England's document, 'Valuing all God's Children'.

Hartwell Primary School is committed to equality of opportunity and aims to be a school where everyone:

- Is respected and respects others
- Takes an active part in all elements of school life
- Achieves their potential
- Develops skills essential for life in all its fullness

We believe that no one should receive less favourable treatment on the grounds of: race, disability, physical ability, sensory needs, learning needs, age, health, income, religion/belief, ethnic origin or nationality, sexuality, marital status, gender, trade union, or professional association membership.

## **Statutory Duties**

Under the statutory duties all schools have responsibilities to promote equality.

### **Race Equality**

Hartwell Primary School is committed to:

- Eliminating unlawful racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups.

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

### **Disability Equality**

Hartwell Primary School is committed to:

- Promoting equality of opportunity between people with disabilities and other people
- Eliminating unlawful discrimination
- Eliminating disability related harassment
- Promoting positive attitudes towards people with disabilities
- Encouraging participation of people with disabilities in public life
- Taking steps to take account of people's disabilities, even where that involves treating disabled people more favourably than other people

### **Accessibility**

There is specific disability legislation in relation to pupils with disabilities and accessibility which involves Hartwell Primary School strategically planning over time to:

- Increase access to the curriculum

- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

We must ensure that those pupils who are disabled, who have a sensory impairment or learning needs do not receive less favourable treatment and to do this the school have a duty to make reasonable adjustments.

### Gender Equality

As a school we must ensure that we promote gender equality through:

- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity between men, women, boys and girls.

All our actions will embody our Christian values and ethos which include:

- We strive to make the best provision for all pupils regardless of their learning needs, disability, ethnicity, gender, culture, religious belief, nationality or sexual orientation.
- We respect diversity, and realise that equality is not simply a matter of treating everyone the same. We believe in the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, learn and enjoy a full school life. This means that we do our best to make reasonable adjustments for disability, impairments or needs, recognise and celebrate cultural differences and understand the different needs and experiences of all our pupils.
- We realise that is simply not just protecting the vulnerable. We believe that children may be disadvantaged if they hold prejudicial views, and seek to promote positive relationships between all groups and positive attitudes towards disabled people, people from different ethnic, cultural or faith backgrounds and people of different gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers and inequalities.
- We seek view of all groups affected by our policies and involve them in policy review. We recognise our role in promoting community cohesion and encourage all learners to actively participate in all aspects of community life.

### Monitoring

We regularly use data and other information about our school to determine the effects of a policy, practice or project on different groups of children. This helps us to ensure there is no unlawful discrimination against certain individuals or groups, they help us to ensure that we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life. This data includes:

- ASP data
- Assessment records
- Incident reporting data
- SSE (School Self Evaluation)
- SDP (School Development Plan)
- Parent Questionnaires
- Pupil Questionnaires
- Staff Questionnaires
- Staff recruitment and professional development
- Target Tracker
- Curriculum monitoring and scrutiny
- Lesson observations and learning walks

## **Implementation and Review**

This policy has been reviewed in Spring 2018 and will be actively promoted and disseminated.

The SLT and the governors will review this policy annually and analyse whether our policy and related objectives have furthered the aims of the general duty and in particular educational outcomes for all within our school community.

## **Equality Objectives**

These objectives have been set are specific and measurable, and will help us to achieve the aims of the equality duty. These will be reviewed every four years.

### **Promoting equality of opportunity between pupils with disabilities or sensory impairments and other pupils by:**

- Ensuring all children access first quality teaching
- Clear communication with parents to ensure that there is a good understanding of what is expected of homework and home reading thus ensuring differentiation is in place where needed
- Through our deeply Christian ethos and values which help children to value all of society, particularly when considering respect, unity, tolerance, harmony and fairness

### **Eliminating discrimination and harassment of pupils with disabilities, or by race, religion or gender by:**

- Continuing to monitor incidents of harassment or bullying of pupils, encouraging pupils to take action and report offenders
- Ensuring that all pupils have a 'voice' and are able to use it to raise concerns and are listened to

### **Encourage participation in public life by all groups of pupils by:**

- Ensuring that effective communication with parents is achieved in order for all pupils to access events, educational trips and extra-curricular clubs
- Teaching and developing life skills in children so that they can develop their independence and well-being

### **Ensure all vulnerable groups of pupils achieve challenging targets and the gaps in attainment of these pupils are reduced by:**

- Monitor all pupils closely, academically and pastorally to support in identifying any children who are vulnerable, or are at risk of becoming disadvantaged.
- Recognising that due to the impact of COVID-19, children's wellbeing needs may be greater and through this identify and provide appropriate intervention and support to the child and their family.
- Continuing to monitor vulnerable groups of pupils through school data and ensure effective interventions are put in place
- Ensuring, quality teaching targets all vulnerable pupil groups