



Equality Policy

Our Vision

Whoever you are, wherever you're from, whatever you believe, we welcome you into our loving, learning community. This is a place that nurtures everyone with the wisdom and resilience to face all that life brings. Each and every person has the opportunity to flourish here and achieve their God-given potential.

Jesus said ... "I have come in order that you might have life – life in all its fullness."
John 10:10

Objectives

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To model teaching and learning behaviours that avoid labelling.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.

Aims

At St Michael's CEP School

- We do not discriminate against anyone, staff or pupil, on the grounds of the following protected characteristics:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex

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- sexual orientation.

This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

- We promote the principles of fairness and justice for all through the education that we provide.
- We ensure that all pupils have equal access to the full range of educational opportunities provided.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism

- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. For example, in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.
- Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. We will follow county procedures regarding the recording of incidents; including victims, perpetrators and actions.

The role of governors

- The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- The governors welcome all applications to join the school, whatever background or disability a child may have.

The role of the headteacher

- It is the headteacher's role to implement the school's equal opportunities policy and they are supported by the governing body in so doing.
- It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that the teachers apply these guidelines fairly in all situations.

The role of the class teacher

- The class teacher ensures that all pupils are treated fairly, equally and with respect.
- We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it with the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this School is discriminated against;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils

Accessibility Plan

1. Legal background

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001) requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must prepare an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan. From September 2002 schools and LEAs are required to start formulating accessibility strategies and plans. They must have written documentation covering an initial period of three years in place by April 2003. Both schools and LEAs are required to plan for:

Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to students with disabilities. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

Increasing access for students with disabilities to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LEAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

Improving the delivery of written information to students with disabilities

This covers planning to make written information normally provided by the School to its students available to students with disabilities. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LEAs may help schools by organising central support services to provide information in alternative formats. LEAs may also encourage schools to share information and expertise. The LEA must consult with schools and dioceses when preparing its accessibility strategy. LEAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

Maintained schools must make their plans publicly available in their governors' annual report to parents. LEAs are required to make their strategies available for inspection to interested parties at reasonable times.

2. Definitions

The Disability Discrimination Act describes a disability as "a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities."

Impairments include sensory impairments – such as those affecting sight or hearing. People who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many students with disabilities will have, or may be identified as having Special Educational Needs, not all students with disabilities will have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

1. This statement sets out the ways in which St Michaels Church of England Primary School provides 'access' to education for pupils with a disability.
2. At St Michael's Church of England Primary School, we are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. St Michael's Church of England Primary School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:

Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;

Improve access to the physical environment of the School;

How can we improve the school environment to increase the extent to which disabled pupils can take advantage of education and associated services?

- ☒ There is a disabled access through two entrances at the rear of the school.
- ☒ It is possible to avoid the steps within the school to access all classrooms via a

short outside route

- A ramp would be required in order to access the playground from inside the school, although it is possible to access the playground through a route outside the school
- ☐ One toilet is suitable for adult wheelchair access and another is to be built under a new building programme. Quiet area is available in playground for children to sit

Improve the delivery of written information to students, staff, parents and visitors with disabilities.

- ☐ Use of white boards.
 - ☐ Staff are constantly looking at a variety of new ways to improve delivery of information to all students.
 - ☐ Delivery of information to parents is provided via Class Dojo
4. It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- ☐ TST Health & Safety Policy
- ☐ SEND Policy
- ☐ Positive Relationship Policy
- ☐ School Prospectus and School Vision

6. As curriculum policies are reviewed, a section relating to access will be added where appropriate.

7. The School will work in partnership with Kent local education authority in developing and implementing this plan and will adopt in principle the "LEA Strategy for Accessibility".

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