



Equality and Accessibility Policy

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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

(To be read in conjunction with policies for Most Able and Talented Children and Special Educational Needs and Disability (SEND).)

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics-between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools

3. Roles and Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The SENDCO will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the head teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

New staff are asked to read our Equality And Accessibility Policy as part of their induction and all staff receive a list of policies with which they should be familiar every November.

The school has a designated member of staff (the SENDCO) for monitoring equality issues. They regularly liaise with the Senior Leadership Team regarding any issues.

5. Advancing equality of opportunity

As set out by the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people who are connected to a particular characteristic they have (e.g. pupils with disabilities, LGBTQ+ staff or pupils, those pupils or staff who identify as a gender other than their birth biological gender. These examples are not exhaustive)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslims to pray at prescribed times)
- Encouraging people with a particular characteristic to participate fully in any activities

In fulfilling this aspect of duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and understanding of a range of religions and cultures through different aspects of our curriculum and through our Values education. This includes teaching in RE, PSHE (Personal, Social and Health Education) but also activities in other areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Weekly Values assemblies are held along with Key Stage assemblies which often deal with these issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organizing school trips and activities based around the local community.

7. Equality considerations in decision-making

The school ensures that it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is planned, the school considers whether the activity:

- Cuts across any religious holiday
- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

8. Equality Objectives

Objective 1: *Increase the diversity of our staff make up over the next three years to better reflect the proportion of pupils within the school (from 7% to 12%)*

Why we have chosen this objective: it is important that children within the school feel that they are represented by and can relate to the staff they see every day

To achieve this objective we plan to: Review our recruitment vehicles to see whether they reach our target audience, record the diversity of applications received.

Progress we are making towards this objective: Standard channels used for advertising – DfE and My New Term. We have seen a slight increase in male applicants for support staff posts.

Objective 2: *Increase the number of male staff over the next three years from 6% to at least 10%.*

Why we have chosen this objective: it is important that children within the school feel that they are represented by and can relate to the staff they see every day

To achieve this objective we plan to: Review our recruitment vehicles to see whether they reach our target audience, record the diversity of applications received

Progress we are making towards this objective: Number of male staff has decreased over the past year.

Objective 3: *Increase the diversity of our governing board over the next three years to better reflect the proportion of pupils within the school (from 5% to 10%)*

Why we have chosen this objective: it is important that the school community feels represented by its governing board

To achieve this objective we plan to: Review our governor recruitment to see whether it reaches our target audience, approach specific members of the school community

Progress we are making towards this objective: Within the last three years we have appointed 2 governors representing minority groups who have subsequently left due to external factors.

Objective 4: *Increase staff awareness of current inclusion issues and legislation around for example Children Questioning their Gender or Sexuality*

Why we have chosen this objective: whilst our children mostly remain below the age range affected by these issues, they do present within their families, communities and future schools, and therefore we need to guided by the same underlying principles.

To achieve this objective we plan to: train staff through CPD, involve them in any consultation or new policy information, share any new guidance or legal frameworks which may affect our children in the future.

9. Monitoring arrangements

The Senior Leadership team will update the equality information we publish, (described in sections 4-7 above), at least every year.

This document will be reviewed by the Senior Leadership team at least every four years.

This document will be approved by the Senior Leadership team and the governing body.

10. Links with other policies

This document links to the following policies:

- Greenleas Public Sector Equality Scheme

- Greenleas SEND policy

Ethnicity	Pre School	%	Nursery	%	Reception	%	Year 1	%	Year 2	%	Year 3	%	Year 4	%
White-British	49	66.22	34	68.00	72	66.67	72	67.92	94	77.68	99	81.67	82	71.3
White Irish	3	4.05	1	2.00	0	1.69	1	0.94	2	0.89	0	0.83	0	
White-Asian	0	0.0	2	4.00	0	3.39	3	2.83	4	2.68	3	5.00	1	0.87
White & Black African	0	0.0	1	2.00	1	0.93	3	2.83	1	1.79	1	0.83	3	2.61
White and Black Caribbean	4	5.41	0	0.00	1	0.93	3	2.83	1	1.79	1	2.50	2	1.74
Black European	0	0.00	0	0.00	0	0.00			0	0.00	0	1.67	0	
Black African	2	2.70	3	6.00	2	1.85	1	0.94	2	0.89	1	1.67	1	0.87
Other Black	0	0.00	0	0.00	0	0.00	1	0.94	0	0.89	0	0.83	1	0.87
Latin/South/Central America	0	0.00	0	0.00	0	0.00	1	0.94	0	0.00	0	0.00	0	
Indian	2	2.70	1	2.00	1	0.93	2	1.88	2	1.79	1	0.83	1	0.87
Chinese	0	0.00	0	0.00	1	0.93			0	0.89	0	0.00	1	0.87
Pakistani	0	0.00	0	0.00	0	0.00			0	0.00	0	0.00	0	
Any other Asian	12	16.22	0	0.00	4	3.70	1	0.94	0	1.79	0	0.00	7	6.09
Any other mixed Background	0	0.00	0	0.00	5	4.63	3	2.83	0	2.68	3	1.67	3	
Any other white background	0	0.00	6	12.00	19	17.59	15	15.15	10	6.25	8	2.50	10	
Gypsy/Roma	0	0.00	1	2.00	0	0.00			1	0.00	0	0.00	1	0.87
Other Ethnic Group	0	0.00	0	0.00	1	0.93			0	0.00	0	0.00	0	0.00
Refuse to state	3	4.05	0	0.00	1	0.93			1	0.00	1	0.00	0	0.00

Gender	Pre school	%	Nursery	%	Reception	%	Year 1	%	Year 2	%	Year 3	%	Year 4	%
Male	41	55.41	23	46	60	55.56	49	46.23	58	50.43	64	55.17	63	54.78
Female	33	44.59	27	54	48	44.44	57	53.77	57	49.57	52	44.83	52	45.22

Free School Meals	Pre school	%	Nursery	%	Reception	%	Year 1	%	Year 2	%	Year 3	%	Year 4	%
	1	1.35	0	0.00	5	4.63	10	9.43	9	7.83	11	9.13	7	6.09

SEND	Pre school	%	Nursery	%	Reception	%	Year 1	%	Year 2	%	Year 3	%	Year 4	%
Monitoring	0		0	0.00	6	5.57	10	9.43	9	7.83	4	3.45	3	2.61
SEND Support	0		0	0.00	8	7.74	11	10.38	18	15.65	20	17.24	19	16.52
EHCP	0		0	0.00	2	1.85	2	0.94	3	2.61	6	5.17	3	2.61

2023 data: updated after October 2023 census