



We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

GORING C.E. PRIMARY SCHOOL Equality and Accessibility Policy

Policy Approved by the Ethos Committee on ...24 November 2021

Signed **Chair of Governing Body**

Review Date ...November 2022

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

At Goring Church of England Primary School we believe that we all belong to God's family. We aim to develop confident learners who take ownership of their learning and are proud of their achievements. We believe that every child is entitled to enjoy their childhood. We seek to do this through learning together in a secure, welcoming, happy and healthy environment, where we have high expectations of each other and embrace exciting challenges that inspire and motivate us to achieve in all areas of our lives. Our school community is encouraged to develop a passion for lifelong learning, to contribute to our global society, and to be generous and inclusive in our friendships. Our Christian ethos and our sense of belonging to one community encourage kind, thoughtful and respectful behaviour where everyone's contribution is valued, and where diversity and what makes us all individuals are celebrated.

School statement on equality

We believe that every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

At Goring Church of England Voluntary Aided Primary School, we believe that learning should be purposeful, fun and challenging. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements. We aim to grow and develop within our community.

We believe every child is entitled to enjoy his or her childhood. We seek to do this through learning together in a secure, happy and healthy environment, where we have high expectations of each other and approach with enthusiasm exciting challenges that inspire and motivate us to achieve in all areas of our lives: cognitively, physically, spiritually, emotionally, socially and morally. Our Christian ethos encourages kind, thoughtful, responsible behaviour and within supportive communities like ours everyone's contribution is valued.

We believe that good teamwork and respectful positive partnerships will lead to effective teaching, high standards and successful learning. Equality at the school is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, community, staff and governors.

3. Development of the policy

The school recognises that it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum-seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Disadvantaged pupils (i.e. those eligible for Pupil Premium)
- Pupils and others with a range of disabilities
- Looked-after children and their carers

- Children or staff who are gay, lesbian or bisexual
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Through our careful monitoring and tracking system, all groups of pupils' achievements are analysed. Where a specific group of children appears to be underperforming then appropriate action will be taken. We have identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Special Educational Needs including communication difficulties
- Lack of physical access to school facilities or services.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Safeguarding and child protection
- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC (spiritual, moral, social and cultural education) and PSHE (personal, social, health and economic)
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs and disability
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice-related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our School Development Plan, Self-evaluation review, the school prospectus, school website and newsletters.

5. Our actions

The table below sets out how we aim to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations.

	Equality Policy	Equality Plan
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>The school:</p> <ul style="list-style-type: none"> • celebrates diversity and equality through its teaching in RE, PSHE and collective worship; • celebrates achievement and positive behaviour through rewards in school such as assemblies, the school newsletter, the school website and the local press; • aims to promote positive attitudes towards disabled people and people of different ethnic groups/religions through PSHE and RE as well as school trips; • regularly promotes high expectations around attitudes towards learning and behaviour towards others. These are communicated regularly through assemblies, class work and on the website. <p>The school opposes all forms of harassment, prejudice-related incidents and discrimination and publicly celebrates diversity. The school also actively promotes good personal and community relations. Advancing diversity is integral to us in our drive to raise standards for all. Staff foster a positive atmosphere of mutual respect and trust among pupils, parents and visitors from all ethnic groups. The school enables pupils and staff to celebrate festivals and other events relevant to different faiths and actively encourages all pupils to understand these.</p>	
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>The school recognises that the groups covered in this policy are more vulnerable to bullying and harassment. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice-related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Members of staff are trained to deal effectively</p>	

	Equality Policy	Equality Plan
	<p>with prejudice-related incidents. The school publishes the appropriate policies on its website and communicates with pupils and parents when issues of this nature arise, and there are codes of conduct for both staff and parents. All incidents that are reported are dealt with swiftly and effectively. The Headteacher keeps behaviour logs and serious forms of bullying are reported to the Governing Body.</p>	
<p>3.</p>	<p>Listening to pupils, staff, parents and others</p> <p>The school has several forums to hear the student voice on a variety of issues; these include the School Council, the Eco-Schools and Healthy Schools committees, and the Collective Worship committee. The school has two pupil surveys per academic year which record the views of pupils on a variety of areas. It also has informal mechanisms for pupils to talk about areas of concern both within the school day and privately and confidentially (eg, worry box). There is a structured performance-management system in place for all staff members. This allows staff to raise any issues in relation to their work.</p> <p>The school seeks the views of parents formally through a general biannual questionnaire as well as specific requests for information. The school has involved the parents in setting the vision and development plan for the school (eg, through consultation with the Ethos Committee). It also has regular times for parents to talk to individual teachers and/or the Headteacher about any aspect of a pupil's progress and care.</p>	
<p>4.</p>	<p>Equalising opportunities</p> <p>The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged, and therefore has a number of strategies for ensuring access for all. These are:</p> <ul style="list-style-type: none"> • ensuring that the school uniform is affordable by having a regular second-hand sale and stocking low-price items of uniform; • when asking for extra funding for trips the school always requests voluntary contributions to avoid putting parents under unnecessary financial pressure; • the Parents & Friends of Goring Primary School (formerly the PTA) often funds extracurricular activities which are offered to all pupils; • the charging policy is regularly reviewed by the Governing Body to ensure that it remains appropriate; 	<p>Purchase a wider range of literature / posters for children that contain children from different ethnic backgrounds</p> <p>Review (22.4.13): Staff have made an effort to ensure that any resources purchased reflect different ethnic backgrounds of children.</p> <p>New Action: Continue to celebrate the cultural differences of children through assemblies and through speaking of their own experiences in class.</p>

	Equality Policy	Equality Plan
	<ul style="list-style-type: none"> registers are kept of the take-up of extracurricular activities to monitor fairness of opportunity; Pupil Premium funding is carefully targeted to maximise outcomes for disadvantaged children. 	<p>Review (11.4.16): Both SIAMS and OFSTED inspectors spoke positively about the inclusion of children from different cultures within the school community.</p> <p>New Action: To develop links with a school in Kenya with the aim that children can compare and contrast their own lives.</p> <p>Review (11.6.18): Children regularly write letters to children at the link school in Trans Nzoia. The letter-writing encourages children to compare and contrast their own lives.</p> <p>Review (4.6.19): Links with Trans-Nzoia are trying to be developed. A member of staff has taken on the role of communicating via PEEK.</p>
5.	<p>Informing and involving parents and carers</p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. We have a website which is regularly updated with information for parents and others wishing to find out information about the school. Parents are regularly communicated with through email, letters sent home and on the phone. They are invited to regular 'meet the teacher' events; parent evenings and subject-specific events and are also sent progress reports. The school operates an open-door policy and invites parents to raise any concerns and thoughts regarding their child as soon as possible. The Parents & Friends of Goring Primary School regularly recruits helpers and members to join and raise money. Parents and members of the community can also volunteer to help at the school through the volunteer policy.</p>	
6.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>The school aims to:</p>	<p>New Action: Where possible, staff will carry out a home visit for new starters who have significant special educational needs or medical needs.</p>

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	<ul style="list-style-type: none"> ensure a happy start to school life through organising a transition period from Early Years settings; new parent meetings and visits for the children. It provides effective school transfer and induction mid-year through tailored visits and tours for parents and individual children; ensure that extra help is given to pupils who find change of school challenging; ensure that well-planned school adjustments are made to cater for a child with disabilities – if possible in advance of starting at the school. 	<p>Review (11.4.16): Action to continue. Recently improved links between school and local pre-school and nursery settings to support the transition of all pupils with SEND</p> <p>Review (11.6.18): Home visits for children entering the Foundation Stage are offered to all parents.</p> <p>Review (4.6.19) Home visits for children entering the Foundation Stage are well established and offered to all parents.</p>
7.	<p>Addressing the full range of learning needs The school recognises that some of the groups covered in this policy are more likely to under-achieve. We aim to:</p> <ul style="list-style-type: none"> ensure the curriculum is relevant through continuous review and cohort adaptation; ensure appropriate teaching styles and classroom organisation; plan based on previous learning and communication between staff being key in ensuring a good handover between academic years; apply a marking and assessment policy that promotes learning for all and is regularly reviewed to ensure consistency and fairness; track pupil progress regularly by the teacher and Headteacher to ensure that all pupils are being monitored and supported to reach their potential; expect high attendance. Unexplained absence is followed up by the Headteacher and the holiday policy is clear and understood. 	<p>Ensure that all children, regardless of their abilities, can access and understand the marking system and are able to use the feedback to improve their work.</p> <p>Review (22.4.13): The Literacy and Numeracy BLINKs showed that all KS2 children were able to respond to the marking system. However, this was not the case in KS1 and so continues to be a target for KS1.</p> <p>Review (11.4.16): All pupils across both Key Stages confidently respond to the marking policy.</p> <p>Review (4.6.19): Following the workload reduction survey, the marking policy is in the process of being rewritten. The new policy will be formulated based on feedback from the pupils.</p>

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8.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, the school will invite parents to meet with the teacher and other relevant professionals as required and prepare Individual Education Plans as appropriate. These will be shared with the parent at parent consultation evenings.</p> <p>The school has a Homework Policy and sends pupils home with regular and relevant homework. Booster groups are set up for those children who require additional support in a subject area. The school provides appropriate training to enable staff to meet particular learning needs from a wide variety of professionals. The school has good links with local nursery and pre-school settings which helps with passing on relevant information and transition.</p>	
9.	<p>Making the school accessible to all</p>	<p>Ensure that all areas of the school building and grounds are accessible to people with disabilities.</p> <p>Review (22.4.13) Following the visit from OCC Equality Advisor the school was advised that if we don't have wheelchair users then we don't need to have ramps to the field.</p> <p>New Action: The SENco will order multisensory equipment and materials such as Numicon to be used with SEN children. The school will continue to invest in technology to assist children with SEN such as dyslexia to fully access the curriculum.</p> <p>Review (11.4.16): A variety of resources have been purchased to support children with SEND, both academically and socially.</p> <p>New Action: Develop and reconfigure the outside playing space to improve usability and accessibility for all</p>

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		<p>children. This will include new play equipment which is suitable for all ages and abilities across the school.</p> <p>Review (11.6.18): All children were involved in the democratic process to agree new play equipment. This was installed. The gazebo and other outside areas were made accessible to all children.</p>
10.	<p>Ensuring fair and equal treatment for pupils The school recognises its need to ensure that its policies and practices do not discriminate, directly or indirectly, against pupils through:</p> <ul style="list-style-type: none"> • ensuring a fair admissions procedure through our Admissions Policy which is reviewed annually; • ensuring that the Uniform Policy is adhered to at all times; • ensuring that the implementation of uniform and other policies is sufficiently flexible to accommodate the needs of pupils from vulnerable groups; • ensuring where relevant that teaching or the expression of religious belief about same-sex relationships are conveyed responsibly and sensitively. 	
11.	<p>Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that its policies and practices do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, it has policies to:</p> <ul style="list-style-type: none"> • ensure non-discriminatory recruitment and employment practices; • promote dignity at work; • encourage the development of all staff. 	
12.	<p>Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups, it has policies appropriate to the following:</p> <ul style="list-style-type: none"> • recruiting governors representative of the community population; 	

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	<ul style="list-style-type: none"> encouraging the widest participation in the Parents & Friends of Goring Primary School; supporting individuals and community groups to express their thoughts on matters affecting themselves and their community. 	
13	<p>Other The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to former pupils' communications and activities.</p>	
14.	<p>Monitoring and evaluating the policy Recognising that the strength of this policy depends on ensuring that everyone is actively implementing it, and that gaps and the need for further development will be identified from effective evaluation and a description of what the school does to:</p> <ul style="list-style-type: none"> train all staff and governors; consult pupils, parents and staff on how the policy is working and how it could be improved; monitor and review practice; carry out impact assessments to evaluate practice; report to governors; report to parents and pupils. 	
15.	<p>The specific reporting duties We will:</p> <ul style="list-style-type: none"> publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually; set and publish equality objectives, at least every four years. <p>To achieve the specific duties, we will collect and analyse data relating to the protected characteristics to determine our focus for the equality objectives.</p> <p>We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as there is no subscribed format. We will look at what equality information we publish already, and consider whether that gives a reasonable picture of progress on equality issues affecting our pupils,</p>	

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	<p>parents/carers, community and staff to raise standards for all. It is essential for us to maintain and ensure that our focus is on performance, not process.</p> <p>We will ensure that the information we publish and the equality objectives that we set are easily accessible. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.</p> <p>We will publish this information at least annually.</p>	

As a result of our audit of equalities (April 2016), the Governing Body has agreed the following equalities objectives:

	Equality Objective	Success Criteria: How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	Review of Objective
1.	To develop links with a school in Kenya with the aim that children can compare and contrast their own lives.	Within 12 months	<ul style="list-style-type: none"> • Introductory assembly led by PEEK Vision. • Information-sharing evening for parents about PEEK. • Children to write letters to link school in Kenya • Two parents and their child to visit the Kenyan school and take letters • Organise fundraising events for PEEK • Use technological advances to foster the links. 	<p>Eliminate unlawful discrimination</p> <p>Foster good relations</p>	<p>Race</p> <p>Religion or Belief</p>	<p>Children are in regular communication with Trans-Nzoi school in Kenya.</p> <p>Children have shared video messages and have raised funds for PEEK.</p> <p>Collaborative work to continue.</p> <p>Reviewed June 2017 and June 2019</p>

2.	Develop the outside playing space to improve usability and accessibility for all children. To include new play equipment which is suitable for all ages and abilities across the school.	Within 24 months	<ul style="list-style-type: none"> • PTA fundraising events to raise money for outside space redevelopment • Steering group of governor, PTA and staff representatives to be created • Plan for the outside to be created in consultation with all stakeholders • Outside area to be redeveloped 	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Disability</p> <p>Gender</p> <p>Age</p>	<p>Funds have been raised to improve the outside play space.</p> <p>Steering group has been created to manage the redevelopment.</p> <p>Children have voted on the equipment they would like and installation is due to commence August 2017. This will be phase 1.</p> <p>Phase 2 will commence if there are enough funds.</p> <p>Reviewed June 2017.</p> <p>Funds may become available to develop the playground further. This will be following building work in the summer period.</p> <p>Reviewed June 2019.</p>
3.	Where possible, staff will carry out a home visit for new starters who have	Within 2 years	To continually review the provision for access	Eliminate unlawful discrimination	Disability	No visits have taken place although

	Equality Objective	Success Criteria: How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	Review of Objective
	significant special educational needs or medical needs.		for people with disabilities.	Advance equality of opportunity Foster good relations		additional transition activities and visits for children with SEND have taken place. Reviewed June 2017. Home Visits took place in July 2018 and are established and in place to commence in July 2019. Reviewed June 2019.

6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

The governing body is responsible to ensuring that the principles and actions of this policy are upheld, and the headteacher and senior leadership team are responsible for ensuring that all aspects of the day-to-day running of the school reflect these principles and actions. Teaching and support staff ensure that the all aspects of equality are applied across the school environment, and take appropriate action should there be any breach of this policy.

This policy applies to all members of our school community and we encourage parents and carers to help us in implementing it by adhering to its principles, both in their engagement with the school and when discussing issues relating to this policy with their children.

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

10. Monitoring and evaluation

The plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives set annually and review this policy and accompanying action plan on a four-year cycle.¹

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated every four years led by the member of staff responsible for equalities.

We will review the equalities and accessibility objectives in July 2022. The Governing Body will report annually on progress made to achieve equalities objectives.

¹ Due to Covid-19 restrictions it has been decided that a full audit will take place in 2022.