



# Sheet Primary School

## Making a difference for every child

### SP11: Equalities Policy and Accessibility Plan

Owning Committee: Full Governors  
Owning School rep: Julie Robinson  
Date of Approval: March 2022  
Date of next review: March 2026

**APPENDIX A & B need annual review**

**AIM OF DOCUMENT:** To help the school to meet statutory requirements of equal opportunities legislation.

**IN EVENT OF CONCERN/QUESTIONS:** Contact the owning governor, contact details available through the school administrator.

#### **HOW DOES THIS DOCUMENT HELP THE CHILDREN?**

To ensure that the school community meets the needs of every child.

#### **Revision History:**

<b>Ver- sion</b>	<b>Update details</b>	<b>Date of ap- proval</b>
V1		May 10
V2	<b>Revised and remained</b>	April 2012
V3	<b>Revised and amended HT</b>	May 2015
V4	<b>Revised and amended to incorporate included accessibility plan (SP1) and disability plan</b>	June 2017
V5	<b>Revised MC</b>	October 19
V6	<b>Model Policy adopted</b>	March 2022
V7	<b>Policy annual review</b>	April 2023

## **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

## **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

## **School Context**

Sheet Primary School is located in rural Hampshire close to the market town of Petersfield. It is a small school with four classes (103 children).

## **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

## **1. All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

## **2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.

- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

### **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

## **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

## **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Date approved by the Governing Body: 21.3.22**

**Date for policy review: 21.3.26**

**Date for review of equalities information Appendix A: 24.4.24**

**Date for review of equality objectives Appendix B 21.4.24**

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

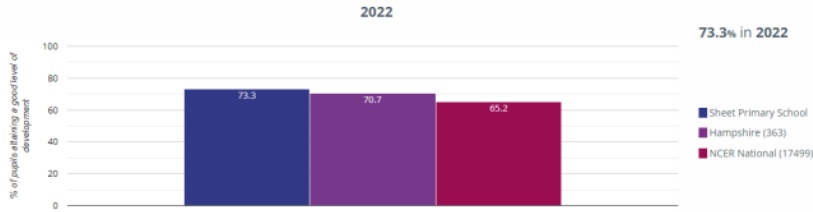

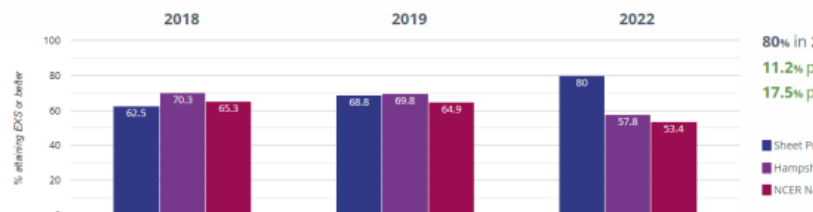
We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

### Pupil-related data

Information	Evidence and commentary																														
Attendance 2020-2021  COVID	<p><b>Group Session Summary</b></p> <p>Period: 03/09/2020 AM to 23/07/2021 PM Scope: Whole School</p> <table border="1"> <thead> <tr> <th></th> <th>Sessions</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Attendances</td> <td>32564</td> <td>97.23</td> </tr> <tr> <td>Authorised absences</td> <td>801</td> <td>2.39</td> </tr> <tr> <td>Unauthorised absences</td> <td>126</td> <td>0.38</td> </tr> <tr> <td>Possible Attendance</td> <td>33491</td> <td></td> </tr> <tr> <td>Including</td> <td></td> <td></td> </tr> <tr> <td>Approved Educational Activity</td> <td>247</td> <td>0.74</td> </tr> <tr> <td>Lates before reg closed</td> <td>24</td> <td>0.07</td> </tr> <tr> <td>Lates after reg closed</td> <td>0</td> <td>0.00</td> </tr> <tr> <td>Unexplained absences</td> <td>1</td> <td>0.00</td> </tr> </tbody> </table>		Sessions	%	Attendances	32564	97.23	Authorised absences	801	2.39	Unauthorised absences	126	0.38	Possible Attendance	33491		Including			Approved Educational Activity	247	0.74	Lates before reg closed	24	0.07	Lates after reg closed	0	0.00	Unexplained absences	1	0.00
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Attendance 2022-2023 1.9.22 - 31.7.22	Whole School attendance 93.23% Unauthorised absence 0.51% Authorised absence 6.26%																
Composition	48% BOYS 52% Girls																
Ethnic background	White British 92%, White European 3%, White and Chinese 1%, African Asian 1%, Asian and other 1%, White and black Caribbean 2%																
Children with English as a second language	3%																
Results 2022 EYFS	★ <b>Good Level Of Development</b>  <table border="1"> <thead> <tr> <th>Year</th> <th>Sheet Primary School</th> <th>Hampshire (363)</th> <th>NCER National (17499)</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>73.3</td> <td>70.7</td> <td>65.2</td> </tr> </tbody> </table>	Year	Sheet Primary School	Hampshire (363)	NCER National (17499)	2022	73.3	70.7	65.2								
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2018	100	84.3	82.5														
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End of KS1 2022	✱ <b>RWM - attaining EXS or better</b>  <table border="1"> <thead> <tr> <th>Year</th> <th>Sheet Primary School</th> <th>Hampshire (343)</th> <th>NCER National (16454)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>62.5</td> <td>70.3</td> <td>65.3</td> </tr> <tr> <td>2019</td> <td>68.8</td> <td>69.8</td> <td>64.9</td> </tr> <tr> <td>2022</td> <td>80</td> <td>57.8</td> <td>53.4</td> </tr> </tbody> </table>	Year	Sheet Primary School	Hampshire (343)	NCER National (16454)	2018	62.5	70.3	65.3	2019	68.8	69.8	64.9	2022	80	57.8	53.4
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End of KS2 2022	<p><b>RWM - achieved standard</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Sheet Primary School</th> <th>Hampshire (330)</th> <th>NCER National (15471)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>73.3</td> <td>67.9</td> <td>64.4</td> </tr> <tr> <td>2019</td> <td>87.5</td> <td>67.5</td> <td>64.9</td> </tr> <tr> <td>2022</td> <td>50</td> <td>57.7</td> <td>58.7</td> </tr> </tbody> </table> <p>50% in 2022 37.5% points drop since 2019 23.3% points drop since 2018</p> <p>Legend: ■ Sheet Primary School ■ Hampshire (330) ■ NCER National (15471)</p>	Year	Sheet Primary School	Hampshire (330)	NCER National (15471)	2018	73.3	67.9	64.4	2019	87.5	67.5	64.9	2022	50	57.7	58.7
Year	Sheet Primary School	Hampshire (330)	NCER National (15471)														
2018	73.3	67.9	64.4														
2019	87.5	67.5	64.9														
2022	50	57.7	58.7														
Participation of school council in groups	50% girls 50% boys 21% SEN 28% Disadvantaged																
House captains by group	50% girls 50% boys 13% SEN 38% Disadvantaged																
% disadvantaged children across school	16%																
% SEN Support across school	17%																

### Staff data

*Our school has less than 150 members of staff and are not required to publish this data as individuals could be identified.*

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*

**Date of publication:** 21.3.22

**Date for review and re-publication:** 21.3.23

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- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristic*

Having referred to and analysed our equality information, we have set ourselves the following objective:

Objective 1:

To extend our pupils' understanding of neurodiversity and the differences between what others need to learn successfully.

Objective 2:

Refer to and maintain accessibility plan targets to ensure equality for all children with disabilities

1. Gathering Information			
Target	Actions	Responsibility	Review / Completion
Implement and maintain a monitoring system to support children with a disability.	<ul style="list-style-type: none"> <li>• Maintain a register of children with a disability</li> <li>• Seek external support – PD advisory teacher</li> <li>• Monitor patterns of attendance</li> <li>• Monitor participation e.g. in trips</li> <li>• Monitor progress and attainment through pupil progress meetings and data analysis</li> </ul>	HT INCo HT T SLT subject leaders	Annual Reviews  Termly

Ensure the needs and aspirations of groups and individuals are met and understood.	<ul style="list-style-type: none"> <li>Organise meeting with parents of children with disabilities at the earliest opportunity preferably before children join the school, followed by regular meetings with parents about disabled children's needs.</li> <li>Carry out regular analysis of attainment and progress of children with disabilities through termly pupil progress meetings and intervention analysis</li> <li>Seek the views of those with disabilities</li> </ul>	HT/INCo/T  SLT  HT	Ongoing  Ongoing
<b>2. Increasing the extent to which disabled children have access to the school curriculum</b>			
<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Completion</b>
Ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> <li>Provide opportunities for children to meet with people with a range of disabilities</li> <li>Ensure books in school promote a positive image of disability</li> <li>Celebrate differences, dreams and goals through Jigsaw</li> </ul>	HT  EngCo / Librarian HT / HLTA	Ongoing  Ongoing  Annual review / audit
Ensure all children have access to trips and extra curricular activities	<ul style="list-style-type: none"> <li>Carry out risk assessments prior to trips</li> <li>Involve parents in planning trips where appropriate</li> <li>Provide support for children in out of hours activities</li> </ul>	T / HT  HT	Termly Trips  Termly Trips
Ensure staff are appropriately trained	<ul style="list-style-type: none"> <li>Ensure appropriate training for staff in Dyslexia, ADHD, diabetes, allergies etc</li> <li>Ensure specific training for disability issues</li> <li>Ensure all teachers are able to utilise appropriate resources and differentiation to ensure accessibility to the curriculum</li> <li>Access external agency support</li> </ul>	HT / INCo  HT / INCo  HT / INCo	Termly  Ongoing Ongoing  Ongoing
<b>3. Improving the physical environment to increase disabled children and adult accessibility</b>			
<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Completion</b>
Increase access to as much of the building as possible	<ul style="list-style-type: none"> <li>Seek information on the needs of users and pupils</li> <li>Ensure any new building work meets all disability needs</li> <li>Modify building through addition of handrails where appropriate</li> <li>Repaint changes in ground levels in Magpie areas for clear visibility</li> </ul>	HT  HT  HT / Finance Gov	Ongoing Ongoing
Ensure disabled adults are considered equally in the selection process for advertised posts	<ul style="list-style-type: none"> <li>Welcome all applications for advertised posts</li> <li>Encourage all members of the school community to consider becoming a Governor</li> </ul>	HT Gov	Ongoing as posts are advertised
Ensure clear signage	<ul style="list-style-type: none"> <li>Repaint and highlight disabled parking space at the front of the school</li> <li>Write to residents of School Lane highlighting reinstatement of Disabled parking space during school hours in term time.</li> </ul>	HT	September 2019
Ensure provision is made for disabled children and adults in an emergency evacuation	<ul style="list-style-type: none"> <li>Ensure all individual emergency evacuation plans are kept up to date</li> <li>Ensure disabled visitors are provided with a plan of the building with accessible fire exits</li> <li>Ensure website provides information about access</li> </ul>	HT / FM	Annual Review Summer Term Ongoing  Review annually

**Date of publication: 24.4.23**

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