

East Bergholt CEVC Primary School
EQUALITIES INFORMATION AND ACCESSIBILITY PLAN 2024-2027

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The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

East Bergholt Primary School has considered how well it currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation

In compiling this equality information, the school has:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment

1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors
- The RE and PSHE/RSE curriculum is varied and includes many different religions and beliefs to promote inclusion
- Policies include all children in our school
- We have very few languages spoken by families in our school community
- Our pupils understand what it means to be a British Citizen and uphold British Values

- Our pupils regularly discuss and understand our Christian core values: Generosity, Compassion, Courage, Forgiveness, Respect, Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness
- All staff have completed 'Prevent' Training and receive regular updates

In relation to DISABILITY, the evidence we hold tells us:

- We have a low number of pupils with medical needs compared to other schools
- Pupils, parents and staff with medical needs feel included in school life
- We make "reasonable adjustments" for pupils and staff with disabilities
- Pupils who transfer to our school make friends quickly and have a positive experience
- The PSHE curriculum addresses this in an age appropriate way in each year group
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate
- We have good access for children with disabilities and will make reasonable adaptations where needed
- We have very good, proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs

In relation to SEX, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths from cohort to cohort
- All children have access to after school clubs
- All children from Year 1 to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender
- Our staff and pupils challenge stereotypes

In relation to GENDER REASSIGNMENT, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate
- We would make "reasonable adjustments" if notified of any issues as we have for other needs

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil's needs
- We complete a risk assessment to meet the needs of individuals who are pregnant
- All staff can ask to work hours to suit them on returning to work after pregnancy
- Staff choose to return to work here after maternity leave

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive
- We practise Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school
- We have regular visiting Christian leaders for collective worship

In relation to SEXUAL ORIENTATION, (including LGBTQI+) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs
- We have an equal opportunity policy to address this
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors
- All children have full access to the curriculum and after school clubs
- Our children readily accept that all families are different and are made up of many different combinations of people
- Our Christian Core Values encourage pupils and staff to ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us:

- We live in a mainly white, British community which means our pupils' understanding of race issues are limited
- We involve pupils and families
- Our Equal opportunities policy allows for the inclusion of all groups
- We promote British values

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE/RSE curriculum for all children is good
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils in assemblies
- Our Health and Safety policy meets the needs of individual children
- Our building is accessible for wheelchair use
- Our SEN Information Report was written in consultation with parents, governors and members of the wider community

In relation to SEX, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines
- Good liaison exists between school and other agencies.
- Most staff return to work at East Bergholt CEVC Primary School following maternity leave

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied
- Recruitment is based on ability not age
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum
- We need to increase our Religious speakers from religions other than Christianity

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our Core Values these issues are addressed regularly with all pupils in an age appropriate manner

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers

East Bergholt's Equality Objectives January 2024 – March 2025					
Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (recorded by March 2024)
Race	Review of the school curriculum to ensure it is diverse and reflective of the world we live in.	Children's learning experiences broaden their life outlook	July 2024	SLT	
	Work with staff to be vigilant to and challenge potentially discriminatory language	Children use language respectfully and appropriately	ongoing	SLT	
Disability	To discuss with pupils different forms of discrimination	Children show tolerance to each other	ongoing	All staff	

Sex and Gender and sexual orientation	For all staff to receive homophobic bullying training.	All staff have received training so that they will challenge stereotypes and discrimination	annually	Deputy Headteacher	
	To discuss with pupils different forms of discrimination	Children show tolerance to each other	ongoing	PSHE/RSE Subject Lead Mrs Smith	
Religion and Belief	To increase the number of multi faith visitors to school	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	ongoing	Mrs Sampson SLT	
Economic Disadvantaged and life experience disadvantaged	To ensure children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age related expectations	The gap closes between non PPG and PPG pupils.	reviewed termly	SLT	

Our definition of Disability is a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry our normal day to day activities.

East Bergholt's Accessibility Plan January 2024 – March 2025

Target	Strategies	Success Criteria	Date to be completed by	Who ?	Impact (recorded by March 2022)
Access to the curriculum	<p>Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can engage with the curriculum</p> <p>Ensure that One Planning specifies clear “reasonable adjustments”</p>	<p>Pupil is referred to the school ELSA and strategies are implemented to support the pupil.</p> <p>Interventions are effective in improving pupil’s social, emotional or mental health well being</p> <p>One Planning is clear.</p>	reviewed termly	SENCO	
Access to the physical Environment	<p>Ensure external ramps are in good working order.</p> <p>Regular review of needs for current pupils, including personal evacuation and classroom layout.</p>	<p>All ramps are in good working order.</p> <p>All pupils are able to evacuate safely. All pupils’ personal needs are met.</p>	Health and Safety termly inspection	H and S Governor and Premises Manager	
Access to Information	Regular school website review	Parents can access information easily on the school website.	Ongoing	Headteacher and Computing lead Mr Scott	