CHRISTCHURCH C OF E PRIMARY SCHOOL

ST CEDD'S C OF E PRIMARY SCHOOL

ST LEONARD'S C OF E PRIMARY SCHOOL

ST NICHOLAS C OF E PRIMARY SCHOOL

Vine
Diocese of Chelmsford
Vine Schools Trust

Vine Schools Trust - Dengie Schools

EQUALITIES INFORMATION AND ACCESSIBILITY PLAN 2024-2027

	Date	**Review frequency/comments**
This issue		
Approved by	Governing Body	
Ratified by Governing Body		
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Next review date		Every three Years

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.

Our school has considered how well we currently achieve these aims with regard to the nine protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage And Civil Partnership
- Pregnancy And Maternity
- Race
- Religion Or Belief
- Sex
- Sexual Orientation

In compiling this equality information, we have:

- 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 not common, 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.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our core values
- Our pupils regularly discuss and understand our school rules: Safe, Respectful and Ready
- All school paperwork includes our Christian Vision of “Firm foundations; Rooted in love”. (Based on Corinthians)
- All staff have completed ‘Prevent’ Training and receive regular updates.
- All our staff have received training in Unconscious Bias, White Privilege and Anti-Racism, as part of the weekly 7-minute EPHA safeguarding sessions.

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

- We have a significant number of pupils with special educational needs and/or medical needs.
- Pupils, parents and staff with special educational needs and/or medical needs.
- We make “reasonable adjustments” for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a positive experience when transitioning.
- The PSHE and Citizenship curriculum addresses equality in an age appropriate way in each year group.
- Collective worship can address individual pupil’s needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have access for children with disabilities and will make reasonable adaptations where needed.
- We have proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents are able to use disabled parking in school car park, if there is an identified need.

- The learning environment reflects the range of disabilities within the school.

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

- All children have access to after school clubs.
- Our staff and pupils challenge stereotypes.
- The PSHE and Citizenship curriculum addresses equality in an age appropriate way in each year group.

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, Health and Relationships Sex Education suits our pupil’s needs.
- All staff can request 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 invitational and 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 and welcome other faith visitors
- As a Church of England School, we offer a broad and balanced RE curriculum that promotes religious literacy within children and encompasses the disciplines of: Theology, Philosophy, Human and Social Science.

- We recognise that it is important for children to consider, understand and learn about religious and non-religious world views, and compare different religious contexts, within a Christian setting.
- We offer children a safe space to respectfully ask questions about religious views and practices.

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

- Our Science, health and relationships sex education suits our pupil's needs and the context of the school.
- 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 School's Christian Values and School Rules encourage pupils and staff to respect, treat equally, achieve, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways.
- School has received the Enhanced Healthy Schools Award for its effective implementation of the RSE curriculum.

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.
- Our Schools work closely with the local churches and charities to support children. For example, through welfare funds, community food banks, mental health teams and school counsellor.

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 context; however our multi-cultural communities are growing. Our white, British families understanding of race issues are limited, therefore education in equality and anti-racism is a priority within our curriculum.
- 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 and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Most of our buildings are accessible for wheelchair use.
- Our disabled parking spot is available for use.
- Our SEN Information Report was written with parents in mind to make it easy to read, containing only key information.
- The Schools are fully implemented Trauma Perceptive Practice Schools.

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 the school nurse, counsellor and other agencies.

- Most staff return to our 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.
- RE has a high profile as a curriculum subject and is planning to ensure that teaching in the subject is progressive
- We need to increase our Religious speakers from religions other than Christianity. We need to increase pupil access to a variety of religious speakers.

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 PSHE and RSE curriculum, Core Christian Values and School Rules, 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. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.
- We have highly effective targeted pastoral support, both within school and/or through the use of counselling.

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Equality Objectives 2024 - 2027					
Equality Focus	**Action**	**Success Criteria**	**Date to be completed by**	**Who will be responsible**	**Impact (recorded annually)**
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	October 2025	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	
	To consolidate children's perceptions of our vision at the start of each term.	Children know and live by the school vision	On going	All staff	
	To provide training to ensure quality first teaching, includes effective adaption strategies and techniques to ensure all children, including those with SEND are able to engage with their learning.	All children are able to access the curriculum and actively engage in their learning.	Ongoing	SLT	
Sex and Gender and sexual orientation	Leaders and key pastoral staff to attend homophobic bullying training, and cascade learning to all staff.	All staff will have a strong understanding of Stonewall training so that they will challenge stereotypes and discrimination	annually	SLT	
	To discuss with pupils different forms of discrimination	Children show tolerance to each other	ongoing	PSHE/RSE Subject Lead	

**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.*

Religion and Belief	To continue to foster curiosity and develop a respectful attitude towards other faiths.	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	ongoing	Curriculum Leads	
	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	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	
	To raise all pupils/parents aspirations of what their children can achieve.	Pupils / parents articulate a range of jobs, study or training they would like to explore	Ongoing	SLT	

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Accessibility Plan

Target	Strategies	Success Criteria	Date to be completed by	Who ?	Impact
Access to the curriculum	• Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can engage with the curriculum • Ensure that One Planning specifies clear "reasonable adjustments"	• Pupil is referred to the school's pastoral team and where appropriate strategies or therapy are identified and implemented by school and supported by home. • Interventions are effective in improving pupil's social, emotional or mental health well being • One Planning has SMART targets which are reviewed termly.	reviewed termly	SENCO, with support of Regional Inclusion Lead	
Access to the physical Environment	• Regular review of needs for current pupils, including personal evacuation and classroom layout. • Application for funding for upgrading	• All pupils are able to evacuate safely. All pupils' personal needs are met. • Risk assessments are in place where required.	Health and Safety termly inspection	H and S Governor and Premises Manager, with support of the Estates Team	

	disabled toilets in the Infants and the Juniors	• Disabled pupils have access to toilets which are suitable for their needs.			
Access to Information	• Regular school website review • Families and staff have easy access to mental Health support agencies via the school website	• Parents can access information easily on the school website.	Ongoing	Headteacher / Head of Schools	