



Everyone

Smile

Here

Esh Church of England (Aided) Primary School

'Building Together'

Equality Objectives and Information Statement And Accessibility Plan

March 2024

Review by: March 2025

Esh C of E Primary School

Equality Information and Objectives Statement

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness in line with our core Christian values.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive – ensuring that equal opportunities are available to all including within the school curriculum.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

Our school incorporates diverse perspectives, histories, and cultures into the curriculum. Teachers employ inclusive teaching methods promoting collaborative learning and using multiple means of presentation. Parents are invited into school to share their heritage, sharing stories or traditional meals for example. The school library and core spine of literature has been updated to be more reflective of the diversity in society.

Inclusion

Esh C of E fosters an inclusive environment by promoting diversity and creating safe spaces for members of the community. Pupils with SEND needs are supported through an adapted curriculum, a school counsellor works with children across school to support social and emotional needs, and staff actively engage with members of the school community in decision-making processes.

Equality Objectives – 2024 – 2029

These objectives will be reviewed and evaluated in March 2025

Objective 1	Reduce the attainment gap between students from disadvantaged backgrounds and their peers
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Objective 2	Increase pupils' understanding of different familial make-ups
Objective 3	Embed understanding of different religions other than Christianity

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Accessibility Plan

1. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Summer 2024	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2024
	Staff members require further training to support needs of SEND pupils.	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 2024	Staff members have the skills to support pupils with SEND	Autumn 2024
Medium term	Residential visits may not be accessible to pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Autumn 2024	Planning of residential visits takes into account pupils with SEND	Spring 2025
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, Computing Lead, SENCO	Summer 2025	Pupils with SEND can access all lessons	Spring 2025

2. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if all areas of the school's physical environment is accessible	Audit of physical environment	Head Teacher, caretaker, Health and Safety Auditor	Summer 2024	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2024
Medium term	Learning environment of pupils with sensory needs could be more accessible	Further training for teaching assistants/visits to other schools/sensory trail introduced	Teaching assistants/SENCO	Summer 2024	Learning environment is accessible to pupils with visual impairments	Autumn 2024
Long term	Children with physical disabilities cannot easily access all parts of the school buildings	Incorporate work into capital projects	Head Teacher /building contractors	When completing future building work	School buildings are fully accessible	Summer 2025

3. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, office manager, head teacher	Summer 2024	School is aware of accessibility gaps to its information delivery procedures	Autumn 2024
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO, office manager, head teacher	Summer 2024	School is aware of local services for converting written information into alternative formats	Autumn 2024
Medium term	Some information to be communicated is not accessible to pupils/parents with hearing impairments	Provide information in alternative formats including assistive listening devices and captions for video conferencing	SENCO, IT Support, Head Teacher	Autumn 2024	Information is fully accessible to children with hearing impairments	Summer 2025
Long term	School website is not accessible to all children with SEND	Audit of website	Head Teacher	Summer 2025	Website is fully accessible	Summer 2025

Monitoring and Review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is March 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.