



# EQUALITIES POLICY

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## Equality Policy

### 1 Introduction and context

#### 1.1 Why we have developed this Equality Policy

This Equality Policy for St Peter's brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Related policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Sex and Relationships Education Policy

All policies are available on the school network, and statutory policies are also on the school website:

<http://www.stpeters.brighton-hove.sch.uk/>

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- foster good relations between groups and to promote community cohesion
- advance equality of opportunity and
- eliminate discrimination, harassment and victimisation;

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

#### 1.2 Our school within the wider context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community. Our Equalities Statement is available on our website: [www.stpeters.brighton-hove.sch.uk](http://www.stpeters.brighton-hove.sch.uk).

Within school, we monitor our own data using Target Tracker. This allows us to monitor the progress and attainments for all groups of children as well as individuals. We use Raise-online annually to inform the School Improvement Plan. Pupil Progress Meetings are held termly – all groups of children are on the agenda for discussion. We record all incidents of bullying and prejudice based incidents which are returned to the Local Authority termly/annually.

### 1.3 Our vision statement about equality

#### Vision Statement

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St Peter's strives to be a school community in which the zest for learning enables everyone to become successful, caring, confident, and healthy citizens. We promote high expectations and take pride in our achievements, in an inherently supportive atmosphere.

Here, our children will be given the opportunities to take risks with their learning and develop resilience so that all can achieve to their greatest potential. Effective and dynamic learning experiences, designed to develop a sense of wonder, a joy of discovery and inquisitive minds, will ensure that they become life-long learners. Through a creative curriculum and the provision of stimulating, positive and challenging learning environments, their independence and creativity will be encouraged. We will enable them to develop skills such as perseverance that will allow them to solve problems, make informed choices and communicate effectively. Their self-confidence will be encouraged in a safe and nurturing environment and the uniqueness of the individual will be acknowledged and valued to promote a sense of self-worth.

By treating others the way we would wish to be treated and promoting positive attitudes and relationships, we will actively demonstrate that we value and respect the diversity of our community, accepting and learning from our differences and establishing a sense of identity, responsibility and belonging, both in our community and in the world.

This passion for learning and for ensuring we play an active part in developing a better world, is key to everyone who has a role at St Peter's.

*St Peter's* seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence. We want all who attend our school to develop a positive sense of belonging and their own identity.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We believe that effective equality practice will contribute to raising aspirations and achievements, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism.

### 1.4 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities where everyone feels a sense of belonging. We welcome our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We work to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,

- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only)
- sex
- race
- disability (physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities)
- religion or belief or no belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership (staff only),

We have produced an access plan in which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

## **2 Our approach**

### **2.1 Introduction**

As well as the specific equality objectives that published on our school website under policies, the school takes a whole school approach to equality, community cohesion and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

## **2.2 Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **2.3 Support for pupils / students**

### **2.3a Reasonable Adjustments and Auxiliary Aids**

We have a duty to provide reasonable adjustments for disabled pupils and this includes a duty to provide auxiliary aids and services for disabled pupils. We will also consider potential adjustments which may be needed for disabled pupils generally as it is likely to anticipate for pupils in the future. Our classrooms are all fitted with Connevens Soundfield systems to support children with hearing impairments and/or speech and language difficulties.

### **2.3b Pastoral Support**

There are a variety of other policies that support this document that can be found either on our website or supplied upon request:

SEND

PHSE

ASC

Anti-bullying

Behaviour

Gender equality

Sex and relationships

Racial Discrimination

Pupil Premium  
Child Protection and Safeguarding  
Community Cohesion  
Harrasment and Discrimination  
Allegations of Abuse Made Against Staff  
Vulnerable Pupil Register

### **Pastoral support available:**

The provision at St Peter's includes:

Targeted support for emotional well-being and social development such as nurture groups, TA or teacher time  
SENDCO and Office Manager maintain the Vulnerable Pupil Register  
School Counsellor  
Early Help Support  
SENDCO acts as lead professional for TAF meetings  
Absence monitoring using SIMS software  
Outside agency support such as BILT, CAMHS and Safetynet.

### **2.4 Admissions**

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. The Local Authority is the admissions authority. Please visit [www.Brighton-hove.gov.uk/schooladmissions](http://www.Brighton-hove.gov.uk/schooladmissions) for information regarding admissions to St Peter's.

### **2.5 Exclusions**

Exclusions will always be based on the school's Behaviour Policy and Exclusions Policy. We will closely monitor exclusions including by groups of pupils to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **2.6 Religious observance**

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

### **2.7 Hiring out our premises**

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our lettings policy that groups contravening the school / college values and Equality policy will not be permitted to hire rooms or use our grounds.

Please refer to the school lettings policy. If there are any issues that arise, this will be taken up by governors as per the lettings policy.

## **3 Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. (See the *Safer Recruitment Toolkit* for further guidance.)

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

Via the Human Resources service purchased from Brighton and Hove HR Department we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

Safer Recruitment

School Absence Management Procedure and guidance

Whistle-blowing policy

As part of our induction to school, these key policies will be shared with staff. Regular training with regard to equalities will take part each year.

Access to main council equality advice through the Wave Intranet –

<https://wave4schools.brighton-hove.gov.uk/supportingyou/Equalities/Pages/default.aspx>

Safer Recruitment Toolkit (includes equalities in employment issues in schools)

<http://wave.brighton-hove.gov.uk/supportingyou/equalities/StaffForums/Pages/default.aspx>

Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting)

<https://wave4schools.brighton-hove.gov.uk/schools/HealthSafety/Pages/WellbeingatWork.aspx>

Access to general information on impact on staff of the Equality Act (including the Guaranteed Interview Scheme for Disabled Applicants)

[https://wave4schools.brighton-](https://wave4schools.brighton-hove.gov.uk/supportingyou/HR/ManagingTeams/Recruitmentandinduction/Pages/Equalitiesanddiversity.aspx)

[hove.gov.uk/supportingyou/HR/ManagingTeams/Recruitmentandinduction/Pages/Equalitiesanddiversity.aspx](https://wave4schools.brighton-hove.gov.uk/supportingyou/HR/ManagingTeams/Recruitmentandinduction/Pages/Equalitiesanddiversity.aspx)

#### **4 The roles and responsibilities within our school community**

##### **Our Headteacher will:**

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy

- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- Take appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

**Our governing body will:**

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

**Our Senior Leadership Team will:**

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

**Our pupils/students will:**

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

**Our parents/carers will:**

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

**Our school staff will:**

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equality related bullying and incidents in line with school policy
- make known any queries or training requirements

**Relevant voluntary or community groups and partner agencies will:**

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

## **5 Responding to harassment, victimisation and bullying**

Our staff code of conduct is in our staff handbook, which is given to all staff annually. The following policies and others are relevant to this:

Anti-Bullying  
 Allegations of Abuse Made Against Staff  
 Whistle-Blowing  
 Harassment and Discrimination

### **5.1 Definitions**

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our Anti-Bullying Policy defines bullying in the following way:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and usually involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; *Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies*, DfE, 2011

We define 'Prejudice related / hate incidents' in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We are aware of the types of discriminatory incidents that can occur including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Whenever an incident or bullying occurs we will risk assess the target or victim using these four questions.

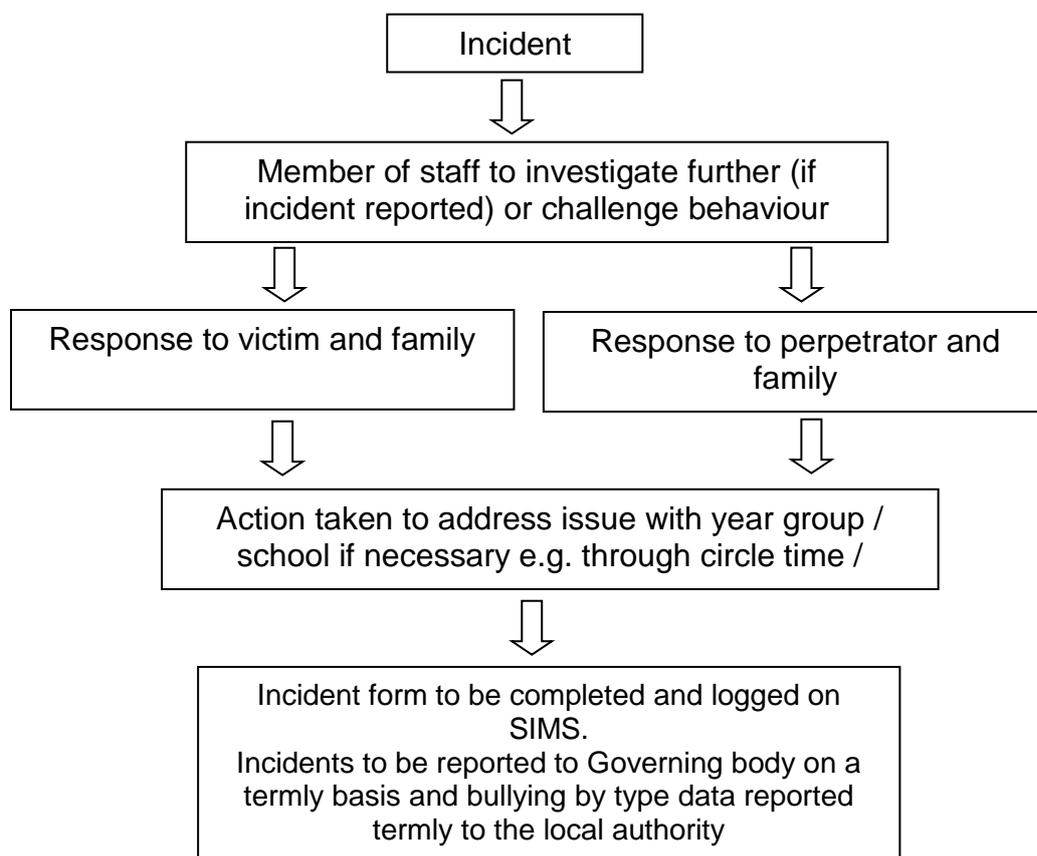
- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the victim or target answers yes to any of the four questions then we will offer the victim or victim's family the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at [communitysafety.casework@brighton-hove.gov.uk](mailto:communitysafety.casework@brighton-hove.gov.uk)

We will also refer community members experiencing hate incidents in their community to this service.

## **5.2 Reporting, recording and responding to prejudice based bullying and incidents**

Our school follows our anti-bullying procedures and the Local Authority guidance for recording and reporting such incidents.



## 6 Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

## 7 Involving the school community in the development of our Equality practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups. We are currently in the process of creating a new, established working group to look at policies and procedures in relation to SEN, Disability and Equalities.

### Our pupils

We access our pupils' views through the school council, school surveys and our PSHE curriculum and the use of circle times in school, as well as other opportunities such as children being involved in meetings and meeting with relevant members of staff/teams to discuss issues eg school meals feedback. In order to access the views of minority or potentially vulnerable pupils, we foster an environment where there are plenty of opportunities for children to talk through concerns and through direct work with those children.

### **Our staff**

Staff can contribute through regular meetings and training days and the open-door policy that the Deputy and Headteacher promote. Staff are consulted on key policies and are invited onto key working parties.

### **Our school governors**

Our school governors contribute by ensuring we have a governor responsible for Equalities that oversees the work completed on equalities. The governors also review and feedback on the school's policies.

### **Parents/carers**

Parents and carers contribute through annual surveys and through working groups that we are currently in the process of developing. In the development of this policy, we are also sharing this with parents.

### **Minority, marginalised and potentially vulnerable groups**

As a school, we make a concerted effort to encourage our vulnerable parents to participate in all school events such as parents' evenings, workshops and sharing children's work. We work to ensure that parents who are EAL receive the support needed and translation where possible by using a EMAS liaison officer and staff with language skills. We follow up after parents evening to ensure that we reach everyone and develop strong relationships with all families. We consider this to be one of the strengths of St Peter's.

### **Our partners in the community**

We work very effectively with the community in our local area, including local visits for children. We fundraise for local charities and invite different visitors in to school such as Autism Awareness and Guide Dogs.

### **Ongoing**

Our equalities policy and statement are initially shared with staff and with governors. We have a named equalities governor who, with the governing body, monitors our progress against the equalities aims. The statement is shared with all parents through the website. We welcome feedback from parents about our work on equalities and it remains a high priority in terms of our school development. We are setting up working parties with parents to glean their feedback and input.

## **8 How we identify our equality objectives**

In line with our statutory duties we review and publish our equality information annually. This is found on the school website.

### **Our equality objective-setting process has involved gathering evidence as follows:**

Data such as:

Raise-On-Line

CPOMs

Safe at school surveys

Sociograms

In-school data

Surveys of children, staff and parents

Involving relevant people

Reviewing any incidents including behaviour, attendance and exclusions

Qualitative data from children, parents and staff

Feedback via parent comment slips (can be anonymised)

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. For example, we have access to Traveller Education, Ethnic Minority Achievement Service, Healthy Schools Team and AMAZE.

We are establishing good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partnership schools, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

## **9 Implementation**

This policy is published on the school website and the objectives statement is reviewed in line with this policy. It will be actively promoted and disseminated through staff meetings and training, the school newsletter and website. It will be shared with key stakeholders and groups within the school community. It will also be shared with the children through assemblies, interactions and PSHE practice in classrooms and around the school.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on equalities and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

**Please see our Equalities Statement for our current objectives.**

## 10 Accessibility

At St Peter's, we are committed to working together to provide an inspirational and exciting learning environment for all. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### Objectives

St. Peter's is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities, and respects the parent's and child's right to confidentiality. The child also has a central voice in their own educational provision.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

1. Improving the physical environment of the school
2. Increasing participation in the curriculum
3. Improving the delivery of information

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body  
Head Teacher  
SENDCO  
School Business Manager  
Caretaker

## Accessibility Action Plan

### PHYSICAL ACCESS

Area for development	Action to be taken	Timescale	Cost	Evaluation
Children's toilets on junior site are small	Doors to be removed to improve access	Summer 2017	TBC	Doors removed but replaced one month later due to privacy issues.
Kerb and corner parking is an issue around the school, limiting access & increasing danger for pupils	A-frame boards to be sourced blocking & warning parents not to park in these unsafe areas	Autumn 2016	£50 per board	Actioned
Main front door always had issues since installed with push button access	Installers to investigate issue that has been ongoing for a while, despite many call outs.	Spring 2017	TBC	We have kept as manual due to the rising call out costs and inability of engineers to fix it. Also electronic issue of shutting on people as they entered. Will be reviewed as needed.
Flooring under main entrance gate (St Peter's Road)	Flooring here uneven and broken up. H&S concern. CL to investigate repair.	May 2018	LA to fund	Repair arranged for May 2018.

### CURRICULUM ACCESS

Area for development	Action to be taken	Timescale	Cost	Evaluation
Develop deepened understanding amongst staff of how sensory needs impact of children's learning	Alison Bergin (ASC Service) to deliver sensory/Just Right programme training	Spring 2017	TBC	Ongoing as needed
Children with sensory difficulties in some classes	Teacher to report any "buzzing" or distorted lighting to Office Manager as can disturb and distract the learner	Ongoing	As needed	Ongoing as needed

### INFORMATION ACCESS

Area for development	Action to be taken	Timescale	Cost	Evaluation
To restructure our website to have a parents' section	CL to design and implement new website section	Autumn 2016	CL time	Actioned
Improved involvement for parents in our policies and practice to increase parents' understanding and input	Working parties to be set up for various areas eg. SEN, Pupil Premium, Disability Access and EAL families	Summer 2017	TB time	Ongoing as needed