

Grendon CE Primary School

Equality & Accessibility Policy and Action Plan

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Foster good relations and promote equal access in the broadest sense for all protected characteristics

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on DfE guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality and accessibility information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The equality link governor is the Chair of Governors. They will:

- Meet with the Head Teacher at least once every half term to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document

The Head Teacher will:

- Promote knowledge and understanding of the equality and accessibility objectives amongst staff and pupils
- Report back to the governing body regarding any issues

All school staff are expected to have regard to this document and to work to achieve the objectives.

4. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people connected to a particular characteristic they have (e.g. pupils with disabilities)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

In fulfilling this aspect of the duty, the school will:

- Analyse performance data to determine strengths and areas for improvement and implement actions as part of the School Development Plan.
- Consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible for pupils with disabilities.

5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through World Class Curriculum themes and Collective Worship
- Providing curriculum enrichment opportunities that enhance pupils' learning about diversity
- Ensuring excellent communication with all stakeholders so that any issues relating to equality and accessibility are addressed promptly

6. Equality objectives

Actions	Responsibility	Timeframe	Success Criteria
To analyse performance of all minority and vulnerable groups	Head Teacher	Termly	All pupils have access to work matched to their ability Where differences exist in achievement between groups, tracking shows that the gap is narrowing
To promote cultural diversity through the World Class Curriculum	All staff	Ongoing	All pupils have access to rich learning experiences through World Class Curriculum themes which promote global citizenship
To effectively meet the learning needs of all pupils	All staff	Termly	All groups of pupils make at least expected and often rapid academic progress
To ensure that the school site and buildings are fully accessible to all	H&S Committee Head Teacher	Annual	Flexible contingency plans exist for reorganising school to ensure access for all Designated parking spaces allocated for those with mobility issues allow easy access to the school site
To monitor behaviour incidents to identify patterns relating to minority and vulnerable groups and report as appropriate	Head Teacher	Ongoing	All behaviour incidents are logged/reported appropriately Incidents of poor behaviour relating to minority groups are very rare
To ensure that all pupils have access to curriculum enrichment activities, including school residential trips	Head Teacher Governors	Ongoing	No pupil is omitted from curriculum enrichment activities organised by the school