

Hook-with-Warsash Church of England Academy

Equal Opportunities Policy/Single Equality Statement



Signed:

Chair of Governors _____

Headteacher _____

Reviewed: June 2026

Date to be Reviewed: June 2027

Pupil Discipline Curriculum & Early Years Committee

“Let Your Light Shine”

To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life’s journey.

HOOK-WITH-WARSAH C of E ACADEMY

EQUAL OPPORTUNITIES POLICY/SINGLE EQUALITY STATEMENT

Rationale

Hook-with-Warsash Church of England Academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

This Statement responds to the spirit as well as the letter of the Equality Act 2010 which consolidates the legislation contained in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

As such it goes beyond the school's statutory duties to promote race, gender and disability equality and it extends to the legislation protecting against discrimination on the grounds of age, sexuality and religion or belief. Race, gender, disability, sexuality, age and religion/belief are known as the six equality strands.

Our intention is to enable all children to reach their full potential and to ensure equality of access to a broad and balanced curriculum by integrating equality into the Academy's core priorities and functions. However, we recognise that the issue of Equal Opportunities has been developed because of the underlying inequalities that have been present in society in general. This in turn means that, in order to fulfil our aims, we need to take more positive action to counterbalance the inequalities within society and the world at large, and we need to be aware of the ways we ourselves may contribute to those inequalities.

There are many categories in which inequality operates, but we wish to focus on the key categories of race, gender, disability, sexuality, age and religion/belief, with the intention of reviewing and updating this policy on a regular basis.

Aims

- a) To create an atmosphere in Hook-with-Warsash Church of England Academy within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated.
- b) To increase knowledge and understanding of issues relating to Equal Opportunities.
- c) To prepare pupils for life in a diverse society where people of different backgrounds, beliefs and identities are respected.
- d) To develop a positive and caring attitude towards all people.
- e) To promote positive and high expectations.
- f) To appreciate the quality of the individual's outcomes.

Objectives

1) Management and Organisation

- i. To ensure that Equality issues inform our Strategic Plan;
- ii. To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which Equal Opportunities apply.
- iii. To monitor academic achievement of relevant groups of pupils by analysing performance data.

2) Ethos

- i To ensure that DISPLAYS around the site reflect a variety of positive images which are free from stereotyping. To ensure that all acts of collective worship are free from messages or language which undermine principles of tolerance or understanding.
- ii To devise schemes of PLAYGROUND use which avoid domination of space by any particular group.
- iii To provide support in order to ensure that all members of staff uphold the principles of Equal Opportunities in their work with children.
- iv To ensure that any SANCTIONS used are applied equally.
- v To encourage an understanding of the ways in which LANGUAGE can be used to stereotype and undermine confidence.
- vi To make clear that sexist and racist abuse is unacceptable.
- viii To ensure that Academy PUBLICATIONS reflect the commitment to Equal Opportunities and are free from gender or cultural bias.
- ix To provide ACCESS throughout the site for wheelchair users and people with other disabilities, as resources allow.
- x To encourage and develop positive links with the local COMMUNITY.
- xi To extend an equal welcome to all visitors.

3) Classroom Practice and Delivery

- i. To ensure equal access to resources, equipment and toys.
- ii. To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence.
- iii. To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- iv. To divide teacher time equitably between girls and boys.
- v. To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose.
- vi. To teach children the skills to resolve conflicts and become self confident.

4) Curriculum Planning and Design

- i. To actively seek to address the issues of Equal Opportunities.
- ii. To ensure that equal opportunities issues are not presented in a token way.
- iii. To be aware of, and challenge, bias and stereotypical viewpoints within teaching and language, eg only presenting images of Africa or India as poor and rural.
- iv. To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background.

- v. To help children explore the idea of ‘stereotyping’ in order that they can make more informed choices in relation to their identity (ie gender, ethnic or cultural background, disability).
- vi. To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or artists’ composers’, authors’ work etc as a focus for a curriculum area.

5) Assessment

- i. To monitor assessment procedures.

6) Resources

- i. To prepare and select resources which are free from cultural or gender bias, wherever possible.
- ii. Where their use is unavoidable, to employ biased resources as a means of provoking discussion on Equal Opportunities issues.

This policy was externally reviewed by Hampshire Governor Services as part of the whole governing body training in November 2024.

Reviewed by Committee: June 2026

Date for Review: June 2027

Pupil Discipline Curriculum & Early Years Committee

Appendix 1 - Legal Requirements and Issues

The Public Sector Equality Duty (PSED)

Under the Public Sector Equality Duty, we are required to 'have due regard to the need to':

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

This means that whenever we are making a significant decision, or developing a policy, we must give thought to the implications it will have on equality.

Race Equality Scheme

Legal requirements

This Scheme incorporates all of our duties under the Race Relations (Amendment) Act 2000

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty, we have to show what we are planning to do to meet the General Duty.

The General Duty for race equality requires us to:

- Eliminate unlawful racial discrimination
- Promote equal opportunities
- Promote good relations between people of different racial groups

In addition we seek to:

- ensure that we promote the individuality of all our children, irrespective of ethnicity;
- reflect the multi-ethnic nature of our society;
- ensure that the education we offer fosters positive attitudes to all people.

The Specific Duty for race equality requires us to publish a Race Equality Scheme that highlights how the Academy will:

- Make information available and accessible to all groups of EAL Parents
- Monitor the attainment level of Black and Minority Ethnic pupils (tracking system)
- Train staff to understand race equality
- Carry out staff ethnic monitoring

All schools are required to record any racial incidents and report them to the Local Authority regularly. We use the electronic reporting system provided by Children's Services to do this when incidents occur and to provide an annual summary. We will also respond appropriately to any racial incidents that happen in school (link to behaviour and/or bullying policy)

What are the key issues for our Academy?

As our Academy is predominately white British we need to be proactive in raising awareness of ethnic minorities in the wider community.

In this context , we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- Actively tackling racial discrimination and promoting equality;
- Regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- Making clear to our pupils what constitutes aggressive and racist behaviour;
- Identifying clear procedures for dealing quickly with incidents of racist behaviour;
- Making pupils and staff confident to challenge racist and aggressive behaviour.

The curriculum covers a wide range of opportunities to study places within the local, national and international localities and we aim to provide all of our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge racist behaviour;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils.

The RE policy promotes similarities and differences between Christianity, Judaism, Hinduism and Islam creating a sense of acceptance and understanding at an age appropriate level.

Children with English as a Second or Foreign Language are supported initially through the SENDCO.

Racial Harassment

Any incident of racial harassment is unacceptable in the Academy. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim;
- Report the incident to the headteacher or deputy headteacher.

Policy impact

Regular assessments of pupils' learning are made and this information is used to track pupils' progress, as they move through the school. This information is also used to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, a range of other information is monitored as required. This relates to:

- Exclusions;
- Incidents of racism, racial harassment and bullying;
- Parental involvement;
- Community involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Gender Equality

Legal Requirements

This scheme incorporates our duties under the Equalities Act 2006 relating to Gender Equality.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General.

The General Duty for Gender Equality requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

The Specific Duty requires us to publish a Gender Equality Scheme which includes:

- Consult with stakeholders on priorities for gender equality
- Carry out Equality Impact Assessments
- Identify priority areas for gender equality (analysis tracking for each year group to identify any anomalies)

The Gender Equality Duty promotes equality for men, women and transgendered people.

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

What impact have we already had on Gender Equality in our Academy?

We promote Healthy eating and lifestyle for all, through Healthy Schools Award, Walk to School Week and mixed gender after school clubs. No after school club is gender specific.

Disability

Legal Requirements

This scheme incorporates our duties under the Disability Discrimination Act 2005. The Academy's duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General Duty.

The General Duty for disability equality requires us to:

- Promote equality of opportunity for disabled pupils, staff, parents/carers and other Academy users
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take into account a disabled person's disability even if it means treating the disabled person more favourably

The Specific Duty states that we must implement the General Duty by publishing Disability Equality Scheme which:

- Involves disabled pupils and other disabled people in all stages of the scheme
- Publish the results of these assessments
- Report annually on the progress of the action plan

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do
- Making assumptions about what is best for the disabled person
- Thinking that disabled people lack intelligence
- Feeling embarrassed among disabled people
- Bullying and harassing disabled people

The social model focuses on the social environment and how it causes some people to be disabled through:

- Badly designed buildings
- Hypocrisy
- Segregated Education
- Poverty and Low Income
- Lack of Enablers
- Inaccessible transport
- No Lifts
- Prejudiced Attitudes
- Poor Job Prospects
- Isolated Families
- No Parking Spaces

What is a disability?

A person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

'Substantial' is defined as 'more than minor or trivial' and 'long-term' is defined as 'a year or more'.

In the Disability Discrimination Act (DDA) this is called impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about)
- Sensory impairments (hearing or sight loss)
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia)
- Cognitive developmental impairments (including learning disabilities, dyslexia and autism)
- Muscular impairments (including spinal injuries)
- Epilepsy
- Cerebral Palsy
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries

Reasonable adjustments

The Academy must make 'reasonable adjustments' for:

Pupils: We have a duty to make 'reasonable adjustments' for pupils with disabilities.

Where something we do places a pupil with disabilities at a disadvantage compared to other pupils, we must take reasonable steps to try to avoid that disadvantage. The

Academy will be expected to provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with pupils without a disability.

Staff: The Academy has a duty as an employer to make reasonable adjustments for members of staff with a health condition or disability that puts them at a disadvantage in the workplace.

Parents/carers: At public events such as parents' evenings, school plays or award ceremonies, the Academy acts as a service provider for parents/carers. If we find there are barriers to people with disabilities in the way we do things, we will consider making adjustments, and then make them if they're reasonable.

The Academy can and should consider the cost of an adjustment when deciding whether it's reasonable. However, we recognise that it is unlawful to charge a pupil for a reasonable adjustment.

Recruitment and Retention of disabled staff

Our Academy welcomes a diverse workforce and we wish for an ethos where potential and existing staff, are able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the Academy to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and Special Educational Needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are they key issues for our Academy?

ADHD

Dyslexia

Dyspraxia

Autistic Spectrum Disorder

Speech and language disorders

Cerebral Palsy

Arthritis

Hearing Impairments

Severe global developmental delay

Diabetes

Severe short term memory impairment

All children are encouraged to take part in every aspect of school life. All pupils should be able to attend trips linked to the school curriculum and not be disadvantaged because of their disability.

Risk assessments include additional measures required to anticipate every child when going on an educational visit and appropriate staff and resources are used to ensure every child's well being is a priority.

All children are invited to attend after-school clubs and members of staff make reasonable adjustments to include pupils in all school activities, including extra-curricular clubs, and clubs and activities run by third-party providers.

Academically all children from Year R to Year 6 are tracked. From Year 1 to Year 6 the children are tracked on a computer program showing current levels of attainment. A full analysis of this then takes place termly.

A few members of staff have disabilities ranging from arthritis, mobility difficulties, asthma or hearing loss. As an Academy we are aware of staff's health issues and offer support and assistance when needed. If a member of staff is considered vulnerable then a risk assessment is completed & kept in the employee's personal file.

Members of staff have a good understanding of the disabilities of pupils that they work with and when they know a child is joining their class with a particular disability they endeavour to access training and advice from the SENDCO or appropriate Specialist Teachers and the previous class teacher.

Our Academy has always promoted self esteem and equality for all.

Sexuality Equality

Legal Requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination against lesbian, gay or bi-sexual people. However, schools have a legal duty to ensure homophobic bullying is dealt with in schools under the Education and Inspections Act 2006.

The Employment Equality (Sexual Orientation) Regulations (2003), gave all gay, lesbian and bi-sexual employees rights against discrimination. The Sexual Orientation Regulations (2007) extend these rights to goods and services. This means that we have a legal duty to ensure that people of all sexualities are not discriminated when they work for us or use our services. We are committed to ensuring that everyone should have equal access to all the services provided by the Academy and that no-one within our Academy community experience discrimination due to their sexual orientation.

What are the key issues for our Academy?

Due to the lack of person identity and understanding of their own culture, many families are less tolerant to families and people that are different to themselves. Many families have a varied amount of male and female partners and children from different fathers all living together. The children can be very sexually aware from an early age due to relaxed home lives and this can lead to families devaluing the whole 'Family' notion of love and stability.

What impact have we already had on sexual equality in our Academy?

We actively promote good male role models to inspire our children who do not have a positive male in their lives.

Age Equality

Legal Requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate age related discrimination.

The Employment Equality (Age) Regulations (2006), gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement
- Discrimination in recruitment, retention and training
- Dismissal and redundancy
- Statutory sick pay and maternity pay/leave
- Harassment in the workplace

We are committed to ensuring that everyone should have equal access to all the services provided by the Academy and that no-one within our Academy community experiences age discrimination.

What are the key issues for our Academy?

We don't at present have an age issue as we celebrate individuals for their strengths and utilise our older community members from church and grandparents to help in Academy. Staff and Governors range in age from 18 to 70+ and all are equally respected.

What impact have we already had on age equality in our Academy?

Positive images of the older generation within our staff, governors and church members.

Religion/Belief Equality

Legal Requirements

Unlike race, disability and gender there is not a General or Specific Duty for schools to eliminate discrimination on the grounds of a person's religion or deeply held beliefs. However, the Employment Equality (Religious Belief) Regulations (2003), gave people of all religious faiths rights against discrimination in the workplace. This does not include people's political beliefs but does include agnostics or atheists.

We are committed to ensuring that everyone should have equal access to all the services provided by the Academy and that no-one within our Academy community experiences age discrimination due to their religion or belief.

Types of unlawful behaviour under the Equality Act 2010:

Direct discrimination: This is intentionally treating someone less favourably due to a protected characteristic. For example, refusing to make reasonable adjustments for a pupil with special educational needs.

Indirect discrimination: This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic.

Harassment: The legal definition of harassment is: 'Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.'

Important clarification on harassment: Under the legal definition, harassment only covers disability, race, sex or pregnancy and maternity, and not religion or belief, sexual orientation or gender reassignment. Harassing pupils with these characteristics would be considered direct discrimination, rather than harassment.

Sexual harassment: This occurs when a person is subjected to unwanted conduct which is of a sexual nature. The conduct doesn't need to be sexually motivated, only sexual in nature.

Victimisation: It's unlawful to retaliate against someone for taking action under the Act.

Discrimination arising from disability: You can't discriminate against someone because of something that arises from their disability, and you may have to treat them differently.

Protection of Staff from Sexual Harassment

We are committed to protecting all staff from sexual harassment and will take all reasonable steps to prevent it occurring.

Community Cohesion

Legal Requirements

The Education and Inspections Act 2006 introduced a new duty for schools to promote community cohesion. Although this is no longer a statutory requirement, we believe that the promotion of Community Cohesion is an important element in the continued development of the understanding which underpins equality.

What is Community Cohesion?

A cohesive community is one in which:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

Schools and their communities

Community Cohesion needs to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our Academy's communities include:

- The **Academy community** - our pupils, their families, Academy staff, staff governors, users of the Academy's facilities
- The **local community**-our Academy in its geographical community and the people who live or work in the area
- The **UK community**-we are by definition part of this
- The **global community**-formed by EU and international links

What are the key issues for our Academy?

Opportunities for time to talk to the community members, and time to organise events.

Opportunities to encourage some parents to take part.

Disengagement of some families (the hard to reach groups).

What impact have we already had on community cohesion in our Academy?

A welcoming environment to all visitors. Reception classes hold meetings & a coffee morning to welcome parents to our Academy community. Parents and members of the wider community are invited to assemblies, drama productions, music concerts, celebrations of RE festivals and work in the Academy and the church.

We have links with the church & sports representatives from the wider community.

Appendix 2 – Published Data

Data will be published through:

- Governors' minutes which are in the public domain, and which are published on the Academy website;
- Governors' Policies which are in the public domain, and which are published on the Academy website;
- Celebration of specific events through the normal Academy channels, including newsletters.

Employee Data

This is not required as there are less than 150 employees. However, Academy procedures ensure that there is compliance with the Act.

Attainment Data

This is monitored through Analysing School Performance (ASP) which gives information on the attainment of 'categories of pupils' together with regular reports to the Pupil Discipline, Curriculum and Early Years Committee (standing item).

Related Academy Policies

- Anti-bullying Policy;
- Behaviour Policy;
- Child Protection Policy;
- Collective Worship Policy;
- Curriculum Policy;
- Exclusion Policy;
- Safeguarding Policy, including Computing Media & On-line Safety and the Acceptable Use of ICT;
- Special Educational Needs and Disability Policy;
- Relationships, Health and Sex Education Policy
- Transport to out of school activities Policy;
- Charging & Remissions Policy;
- Support Staff Performance Management Policy;
- Pay & Conditions for Support Staff Policy;
- Teachers' Pay Policy;
- Support Staff Pay Policy
- Policy for Appraising Teachers' Performance;
- Staff Appointments Policy;
- Supporting Children with Medical Conditions Policy;
- Admissions Policy
- Attendance Policy;
- Pupil Premium Policy

Monitoring Scheme

Equality issues are monitored through Governors' Committees in relation to the ongoing review of the above policies and their implementation.

Fostering good relationships across all characteristics

Monitoring by Governors' Committees ensures that good relationships are fostered including:

- A curriculum that promotes toleration and friendship;
- assemblies that deal with related themes within the community;
- reports from the School Council;
- a curriculum that examines different cultures and religions;
- implementation of Anti-Bullying Policy;
- engagement with a range of groups and charities within the local community.

Activities are celebrated through newsletters and 'Shining Lights'

Training

Minutes of meetings show an ongoing development of understanding of matters related to the implementation of the Equality Act

Appendix 3 – Equality Objectives 2026 to 2029

Objective 1: Closing Attainment Gaps

To ensure that all pupils, regardless of protected characteristics, make at least expected progress and that gaps in attainment between different groups are narrowed.

Actions:

- Monitor and analyse pupil progress data termly by protected characteristics (where data is available and appropriate)
- Identify any emerging gaps in attainment between different groups
- Implement targeted interventions for pupils who are not making expected progress
- Ensure Pupil Premium funding is used effectively to support disadvantaged pupils
- Track the progress of pupils with SEND to ensure they make accelerated progress relative to their starting points
- Monitor the attainment of EAL pupils and provide appropriate support

Success Criteria:

- Termly pupil progress meetings identify and address any attainment gaps
- Intervention programmes show measurable impact
- The gap between disadvantaged pupils and their peers narrows year on year
- Pupils with SEND make at least expected progress from their starting points

Monitoring: Pupil Discipline, Curriculum and Early Years Committee

Objective 2: Developing an Inclusive and Respectful Culture

To create a school culture where diversity is celebrated, stereotypes are actively challenged, and all members of the school community feel valued and respected.

Actions:

- Ensure the curriculum reflects diverse cultures, religions, family structures and identities in an age-appropriate way
- Regularly review displays, resources and teaching materials to ensure they represent diversity positively and avoid stereotypes
- Implement a programme of assemblies and PSHE lessons that promote understanding of protected characteristics and challenge prejudice
- Ensure all staff receive training on equality, diversity and inclusion, including understanding of the Equality Act 2010
- Monitor and address any incidents of prejudice-based bullying or discrimination
- Celebrate diversity through events, activities and engagement with the wider community
- Ensure that the curriculum includes positive male and female role models from diverse backgrounds

Success Criteria:

- Curriculum planning documents show evidence of diverse representation
- Staff training records show all staff have received equality and diversity training
- Behaviour logs show a reduction in prejudice-based incidents
- Pupil voice surveys show that children feel respected and valued
- Displays and resources reflect the diversity of modern Britain

Monitoring: Pupil Discipline, Curriculum and Early Years Committee and Full Governing Body

Objective 3: Improving Accessibility and Inclusion for Pupils, Staff and Parents/Carers with Disabilities

To ensure that the physical environment, curriculum and information are accessible to all pupils, staff and parents/carers with disabilities, and that reasonable adjustments are made proactively.

Actions:

- Review and update the Accessibility Plan annually to identify and address barriers
- Conduct an audit of the physical environment to identify any accessibility issues
- Ensure all staff understand their duty to make reasonable adjustments for pupils, colleagues and parents/carers with disabilities
- Proactively consider the needs of disabled parents/carers when planning school events (e.g. parents' evenings, performances, meetings)
- Ensure that all school trips and extra-curricular activities are accessible to pupils with disabilities, making reasonable adjustments where needed
- Work with third-party providers of after-school clubs to ensure they understand and implement reasonable adjustments
- Provide information in accessible formats when requested by parents/carers with disabilities
- Ensure auxiliary aids and services are provided where reasonable to support pupils with disabilities

Success Criteria:

- Accessibility Plan is reviewed annually and progress is monitored
- All school events are planned with accessibility in mind
- Parents/carers with disabilities report that they can fully participate in school life
- All pupils with disabilities can access school trips and extra-curricular activities
- Staff demonstrate understanding of reasonable adjustments through practice
- Reasonable adjustment requests are responded to promptly and appropriately

Monitoring: Resources Committee and Full Governing Body

Governors adopted these objectives for the period September 2026 – July 2029.
at the Full governing body meeting dated 18th May 2026.

Reference can be made to **Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities** – DFE Guidance, October 2012