

Equality Information Policy, Objectives and Accessibility Plan

Cavendish and Knowleswood Federation



Cavendish
Primary School



Knowleswood
Primary School

Contents

1. Aims	3
2. Legislation and guidance.....	3
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	5
9. Monitoring arrangements.....	6
10. Accessibiity Plan.....	6
11. Accessibility Action Plan	8
12. Accessibility Legislation and Guidance.....	8

1. Aims

The overriding ethos of our Federation is 'learning without limits' and this is particularly relevant when considering this equality policy. At Cavendish and Knowleswood everybody is treated in the same way: with high expectations, support, respect and kindness.

The Cavendish and Knowleswood Federation 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
- 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

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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the federation, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher and Heads of School.

The equality link governor will:

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Heads of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All federation staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

We do not discriminate on any of the characteristics in the Equality Act 2010

The federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings or training. Where this has been discussed during a meeting it is recorded in the meeting minutes.

For new staff members, The Equality Act is covered as part of their induction, and all staff are required to read and understand this policy.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities and providing appropriate support where required.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The federation 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 different aspects of our curriculum. This includes teaching in RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading or during theme weeks
- Holding weekly class circle times to focus on key equality issues along with relevant safeguarding questions
- Holding assemblies dealing with relevant issues
- Having firm restorative practice systems in place to enable and empower pupils to understand differences and deal with conflict surrounding them, resulting in the best outcome for all
- Working with our local community. This includes inviting guests to speak at assemblies or to classes, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the federation. For example, all pupils are encouraged to participate in the federation's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The federation ensures it has due regard to equality considerations whenever significant decisions are made.

The federation always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the federation will consider factors such as whether the trip cuts across any religious holidays, is accessible to pupils with disabilities, and has equivalent facilities for boys and girls.

The federation actively considers its equality duties and relevant questions linked to any new experiences, activities or decisions as part of an ongoing process that is integral to the running of both schools and ensures learning without limits.

8. Equality objectives

Objective 1

Consider, adapt to and support the mental health and wellbeing needs of all pupils, staff and the community, including the additional consideration of Covid 19

Why we have chosen this objective: Members of our federation community have challenges around their mental health and wellbeing, some of which affect their access to school/work. Following/during the pandemic this has increased significantly

To achieve this objective we plan to:

Provide an enhanced package of mental health and wellbeing provision and support to all pupils and to individuals who require more intense work. (See federation priorities)

Provide staff with further access to support around their wellbeing such as through the My Health Assured app.

Keep in mind the health and wellbeing of our families, including basic needs such as food and warmth as well as how they are communicated with and supported.

Objective 2

To ensure pupils have high quality, safe and accessible spaces outside their classroom to use for learning, social/emotional intervention and recreational purposes.

Why we have chosen this objective: All of our pupils deserve to have a range of rooms and spaces in which they can spend time safely and productively. Having places outside of the classroom enables pupils and staff to explore, for example; their feelings/sensory needs, ways of working, physical skills and focus/attention to bring about the best they can be.

To achieve this objective we plan to:

Create additional rooms linked to specific purposes such as a kitchen, a sensory room and a calm down space.

Create additional outdoor areas for physical activities and outdoor learning such as an outdoor classroom and KS1 multi use games area.

Objective 3

Increase the representation of teachers and staff from black and minority ethnic communities over a 4-year period (from July 21), so that this group increases.

Why we have chosen this objective: we would like all of our children to have experience of interacting with and enjoying the company of a more culturally rich and diverse team of adults. We would like our pupils who are in ethnic minority communities to feel represented in our staff and to reflect the community they live in. We would like our staff to feel part of an exciting and more diverse team.

To achieve this objective we plan to:

Continue to ensure safer recruitment requirements procedures are in place whilst ensuring we interview candidates from a wide range of communities.

9. Monitoring arrangements

The Heads of School will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body.

10. Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The federation supports any available partnerships to develop and implement the plan.

Our federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the federation.

11. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short, medium and long-term objective	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment in terms of additional needs and including the social emotional and mental health needs of pupils.</p> <p>8 objectives annually)</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps, lifts, corridor width, walking on the left, accessible toilets and changing facilities • Contrasting skirts and hand railings, yellow strips, padded posts, accessible parking bays. • Additional rooms for quiet time or intervention work 	<p>To create more spaces around for the following purposes:</p> <ul style="list-style-type: none"> • Curriculum enhancement such as cooking • Learning interventions and covid recovery sessions • Sensory exploration • Physical activity • Calm down / reset time including soft, comfortable areas. • Therapy room for 1:1 sessions <p>To provide all pupils with options for the spaces they need to use and adapt them to individual or group needs.</p> <p>For all children to feel confident and safe using any additional spaces in school they may need.</p>	<p>Work with relevant companies to help create the spaces – for example the kitchen in Foxglove room. Following all business based procedures.</p> <p>Different teams responsible for each new spaces to monitor, plan, and develop the space.</p> <p>Resources ordered to enhance spaces.</p> <p>Spaces monitored for impact on equality</p>	<p>Leadership Teaching staff and relevant teams</p>	<p>End of term 1</p> <p>Ongoing</p> <p>End of term 1</p> <p>AME schedule</p> <p>Next review due – January 2025 (update</p>	<p>The physical environment around all of school offers inclusive spaces that all children can access.</p> <p>Learning spaces are accessible to all.</p> <p>Additional spaces are tailored to a range of different additional needs including those based on social and emotional aspects.</p>

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