



Lyne and Longcross C of E (Aided)
Primary School

Equality Policy, Objectives and Accessibility Plan

Approved: E Wayland – Chair of Governors
Renewal: September 2024

The staff of Lyne and Longcross C of E (Aided) Primary School are committed, in partnership with the parents/carers, children, governors, the Diocese and the Local Authority, to building a school which serves the community and of which the community is proud.

At Lyne and Longcross C of E (Aided) Primary School, we place the principles of equality at the heart of our school ethos and culture. We believe in equality as an essential right for our pupils in order for them to derive the maximum benefit from their education and to make the best possible progress.

This policy has been written to encompass our previous Single Equality Scheme and Accessibility Plan into one document.

Aims and Objectives

The overall objective of the Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

As part of good practice we have also chosen to include other diversity characteristics within the scope of our Equality Policy namely: ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependents, trade union or political activities, social class, and where the person lives.

As a school we are committed to tackling discrimination in all our activities and spheres of influence.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members.

Introduction and Context

We are committed to meeting the legal duty set out in the Equality Act 2010. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 provides a single, consolidated sources of discrimination law, covering all the types of discrimination that are unlawful. It replaces previous legislation such as the Race and Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Single Equality Scheme was set out in the Equality Act 2010. From April 2011, all schools are required to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics. We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Sex and/or Gender ¹(including transgender and non-binary) - we recognise that girls and boys, men and women have different needs

Ethnicity and Race - we note that all have different experiences as a result of our ethnic and racial backgrounds

- Disability - we note that reasonable adjustments may need to be made

¹ Sex refers to the biological and physiological characteristics that define men and women/boys and girls. Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women/boys and girls, or personal identification of one's own gender.

- Religion or Belief - we note that reasonable requests in relation to religious observance and practice may be made and considered in relation to the Attendance Policy or Special Leave Policy
- Pregnancy and Maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
- Sexual Orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result
- Age and marriage and civil partnership are also 'protected characteristics' but are not part of the provisions related to pupils - we value the diversity in age of staff, parents and carers. - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: the Public Sector Equality Duty or "general duty".

This requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to:-

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years, which are specific and measurable

The School Context

Lyne and Longcross C of E Aided Primary School is in a rural part of Surrey. It serves families with some choosing to travel in order for their children to be educated in a church school; a number of children are admitted according to their church attendance. About one half of children are from families with no church attendance. The children come from a mixture of socio-economic backgrounds, and the number of pupils on Free School Meals (13.4%) is lower than the national average (21.6%). The percentage of children identified with SEND is 15.8% which is above the national average of 12.6%. The number of pupils who speak English as an Additional Language (5.9%) is lower than the national average although the school community represents other ethnic groups. The school's Gypsy, Roma, Traveller percentage is 7.9 which is higher than the national average of 0.3%.

Lyne and Longcross C of E Aided Primary School teaches both boys and girls with currently an almost equal number of each gender.

Pupil mobility is fairly low.

Equality - Aims and Values

Lyne and Longcross C of E Aided Primary School aims to provide equality and excellence for all in order to promote the highest possible standards. All children, regardless of background, culture or religious belief are equally valued, supported and challenged.

Our Vision

As said in **1 Corinthians 12:12-13** *For just as the body is one and yet has many parts, and all the parts of the body, though many, form a single body,* our vision is to create a place of possibilities where children

develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their potential.

Our Ethos

As a Church of England school, we value every individual and are inclusive in our approach. We welcome pupils of other denominations and faiths and to those of no particular faith. Our aim is to nurture Christian faith in children and to encourage those of other faiths and those of no faith to embrace our school values in their lives.

At Lyne and Longcross C of E Primary School we live out our vision through our values. These values reflect an understanding of God in which faith, courage, respect, fairness and belonging help to create a community in which all children can learn, develop and succeed.

Our Christian vision for the school reflects the qualities that staff and governors aspire for in our pupils and aims to encourage children to embrace difference, encourage harmony, understand responsibility and have hopes and dreams for their futures. **John 10:10** helps us to understand the importance of helping children live life to its fullest. Jesus says '*I have come that they may have life, and have it to the full.*'

Our Vision is lived out through ensuring that children are always at the heart of every decision that is made. Staff work hard to create a curriculum in which opportunities are created so that learning has a purpose and a context. One that offers experiences for children to develop not just academically, but spiritually and personally. Ensuring our Christian values play a pivotal role in our decision making, helps us to continue building our own understanding of these values and ensures focus is placed upon these within the learning of the children too.

As a Church of England school we benefit from belonging to the Guildford Diocese and being part of a family of church schools. This includes our valuable collaborative partnership with local schools; Thorpe, St Jude's and Junior, St Jude's Infant. This partnership is called The Grace Partnership.

Our Values

Faith – Believing in ourselves as learners. Trusting that members of our community will help us. Developing an understanding of the Christian Faith. **2 Corinthians 5:7** *For we walk by faith, not by sight*

Courage – Having the confidence to try new things. Persevering when things are difficult. Always doing the right thing. **Psalms 31:24** *Be strong and take heart, all you who hope in the Lord.*

Respect – Treating others as we wish to be treated ourselves. Looking after our environment that God has created for us. Looking after ourselves. **Titus 2:7** *In everything set them an example by what is good.*

Fairness – Understanding that different people have different needs. Ensuring everyone has what they need when they need it. **Psalms 9:8** *He will judge the world with justice and rule the nations with fairness.*

Belonging – Knowing that we belong to a community. Welcoming everyone to our community. **Romans 12:5** *So in Christ we, though many, form one body, and each member belongs to all the others.*

A Cohesive Community

As part of good practice our school promotes cohesion within our community including the school and its extended community, as well as the school in its geographical community, the community of Britain, and the global community.

Our school contributes to community cohesion by:

- promoting understanding and engagement between communities through our engagement with the local community
- encourage all children and families to feel part of the wider community through events and activities which broaden awareness and understanding

- ensuring that the learning ,teaching and the curriculum explores and addresses issues of diversity, in particular through our teaching of the humanities and through SMSC and PHSE subjects
- tackling discrimination where observed

Roles and Responsibilities

School governors are responsible for:

- ensuring that the school complies with current equality legislation
- monitoring the implementation of this policy and its procedures to ensure that they are being consistently applied throughout the school

The Headteacher is responsible for:

- ensuring that this policy is readily available and that the governors, staff, pupils and parents/carers are aware of it
- ensuring that this policy and its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy as needed
- ensuring that all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking relevant training and learning opportunities

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda
- share input with staff on developing equality related policies. This may include: developing school/class rules which promote respect and challenge discriminatory behaviour, behaviour policy and anti-bullying policy

Parents /Carers are responsible for:

- adhering to the school policy on equality
- adhering to the Home –School policy
- raising any concerns with the school promptly and with discretion via the headteacher or in their absence a senior teacher

Visitors and contractors are responsible for:

- keeping aware of and adhering to our school equality policy

Named Staff Member and Governor for Equality are responsible for:

- coordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment and discrimination
- monitoring the progress and attainment of potentially vulnerable groups of pupils
- monitoring exclusions

The Staff Member responsible for Equality is: Chris Haxell

The Governor responsible for Equality is: Matt Collins

Monitoring, Reviewing and Assessing Impact

Lyne and Longcross C of E Aided Primary School Equality Policy is supported by our Single Equality Scheme. The Single Equality Scheme is linked to the School Development Plan and includes targets determined by the governing body for promoting equality.

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. The named member of staff and governor responsible for equality will monitor specific outcomes. The Headteacher will provide regular reports to the Governing Body including progress against equality targets and future plans.

Actions taken

The following table details different aspects of the school's duties and the actions taken to date to ensure that Lyne and Longcross School is compliant with the 'General' duties.

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> • We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • There are virtually 0 reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities applying our behaviour management policy. • The school has an Equality Policy in place and the current required Equality Objectives and Accessibility Plan.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Children who have particular needs are identified and supported in our school and we monitor progress in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Care, guidance and support is outstanding. Groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying. Children report that they feel safe in school, and that their views are listened too. • Our Anti-Bullying and Behaviour Policies are reviewed annually.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<ul style="list-style-type: none"> • Equality and Inclusion are central to our school ethos. There are opportunities during Collective Worship and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. • The school contributes to a number of charities each year. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. • As a school we believe in 'working together'. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.

Review and Analysis

The following areas of Policy and Practice have been reviewed and evaluated, and will continue to be reviewed and evaluated in order to ensure the school is doing its utmost to ensure that General Duties are met.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is reviewed annually with engagement from children through school council. Rewards and Sanctions are monitored for adverse trends.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti-Bullying	Annually reviewed by SLT and Governors. Children have an important role to play in the implementation of this policy in their roles as members of our school community.	A log of any incidents is maintained and the Anti-Bullying Policy is reviewed annually.
Equal Opportunities	Reviewed annually by Governors.	The policy was updated to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & RSE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Guildford Diocese Agreed syllabus for Religious Education. Our Relationships and Sex Education Policy has been ratified by Governors.	The Relationships and Sex Education Policy is available for all to view on our school website
Learning and Teaching	Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. This policy is reviewed annually by Senior Leadership and ratified by Governors. There are regular lesson observations (drop ins) by teachers and peers.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors.	Policy should link closely to the Equality Policy and reflect requirements around Health Related questions in applications etc.

Engagement

The school has engaged with a wide range of stakeholders to ensure that all are considered and are a part of the process and policy.

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Children	Children are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc.	Children report feeling safe and well-looked after in school. There are virtually no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Children say they feel part of the school and their ideas are listened to attentively.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving the outcomes and well-being of children.	Staff identify needs for ongoing training and CPD in a range of areas. The weekly staff meetings include topics such as safeguarding, behaviour, focus children which gives a forum for views and concerns and addresses questions.
Governors	Governors regularly review issues pertaining to equality and inclusion, behaviour, safeguarding and any issues of bullying and racism at meetings.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	Almost 100% of parents regularly liaise with the school through PTFA events and consultation evenings. There is a small group of parents who are hard to reach, however our open door policy ensures that we respond to their needs and provide support where appropriate.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents.

Equality Objectives 2022-2023

The school has made the decision that, whilst statutory duty requires the publishing and setting of objectives every 4 years, the school will review these objectives on a yearly basis. These objectives reflect the needs of the school, identified areas for development, as well as national and regional items and topics that are relevant.

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated in light of the Equalities Act and practices audited.	Sept 2023	HT / Chair of Governors
Race	Children gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and collective worship etc, provide opportunities for children to gain awareness of and learn about racial and cultural diversity other than their own.	Sept 2023	Senior Leaders
Gender	To identify trends of attainment for particular sub-groups based on race / disability etc.	Attainment continues to improve for all sub- groups.	Sept 2023	HT
Disability	Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	Sept 2023	SENCO
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality.	Sept 2023	HT
All	Seek to broaden and strengthen further our commitment to Quality Communication for all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.	Sept 2023	HT / Governors

Accessibility

The purpose of the following section is to show how Lyne and Longcross C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Lyne and Longcross C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

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

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

The following section sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Accessibility Aims and Objectives

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table on the following pages sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Lyne and Longcross offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. All children understand and respect the needs of others.	Training for specific staff including medical	Audit of CPD needed.	Class Teacher	September 2023	List of areas staff feel they would like training for. Staff booked onto relevant training.
		Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.	SENCO		Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
		Promote awareness and positive attitudes towards children and adults with disabilities	Invite guest speakers in to talk to the children. Include disability awareness during Collective Worship cycle.	Office Admin	Ongoing	Children will have a sense of understanding and respect for other people. They have a deep understanding of our school values and how these apply in all areas of our lives.

<p>Improve and maintain access to the physical environment</p>	<p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.</p> <p>Sloping boards, sensory cushions and fidget toys available for those with physical and sensory issues. Privacy boards available to support those who need to minimise distractions. Pencil grips available for those with grip difficulty.</p>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p>	<p>Class teacher SENCo</p>	<p>September 2023</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.</p>
	<p>We have lift access to the first floor of the main building and an emergency hoist by the first floor fire exit. Disabled toilet accessible on ground floor.</p> <p>Access to the school and reception is fully compliant. We have level access to the reception. Disabled parking provided in the school car park.</p>	<p>Ensure that the lift is reliable through regular maintenance checks.</p> <p>Carry out regular fire drills as appropriate</p> <p>Look into the signage around school and update with braille signage as needed.</p>	<p>SBM to ensure that maintenance checks on the lift are up to date.</p> <p>SLT to review emergency plan and timetable of drills.</p> <p>H+S Governors to carry out regular reviews of signage with SBM. SBM to order new signs as the need arises.</p>	<p>SENCO SBM SLT H+S governors</p>	<p>Ongoing</p>	<p>All pupils regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs is able to access all areas of the school and exit the building safely in the event of an emergency.</p>

<p>Improve the delivery of written information to pupils</p>	<p>We seek to make available written information in alternative formats.</p> <p>Symbols and picture cues are used in class as appropriate.</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats. Use of translator. Use of translator APP.</p>	<p>Staff as required to investigate best format to provide written information to all members of the school community.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Children and parents will be able to access the information given to them enabling them to fully access the curriculum and wider curriculum.</p>
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Policy Reviewed: September 2023

Review due: September 2024