



Equality Policy and Action Plan

Statement of Safeguarding Children

Our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Aims

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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Worsthorne Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We will continue the advice of Local Authority services and outside agencies such as specialist teacher advisers and SEND consultants and appropriate health professionals to develop and implement our plan.

Our school'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 parents, staff and governors.

Introduction

This Equality policy outlines the commitment of the staff, pupils and governors of Worsthorne Primary School, to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Worsthorne Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The School in Context

Key features of the school:

- We are a 1 form entry school with 7 classes
- There are currently 213 pupils on roll
Boys - 119
Girls - 94

The percentage of pupils eligible for free school meals (FSM) is 7% which is below the county average

- Almost all pupils, staff and governors are from a white British background and English is their spoken language. However, 1 staff member identifies as British Pakistani.
- The percentage of EAL pupils is 3% (6 children)
- The percentage of pupils with special educational needs or disabilities (SEND) is 11% (24 pupils)
- The school has an accessibility plan, and the school is fully accessible for wheelchairs. To access our Year 3 classroom, wheelchair users would have to use the external door as there are stairs internally.
- Historically, the school population was relatively stable with the percentage of pupils entering and leaving school during the year being average.
- Lancashire School Information Profile (LSIP) indicates that the deprivation index for the school is Band C. We are a village school in a sought after area

Ethos and Atmosphere

- At Worsthorne Primary School, the senior leadership team promotes mutual respect between all members of the school community and leads by example.
- The school has a welcoming atmosphere
- All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to our school with friendliness and respect
- The displays around the school are of a high quality, reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all children through the planning of assemblies, classroom and other externally based activities.
- The school implements British Values through its PHSE / RE curriculum: The school invites those from different faiths / cultures to speak with our children and celebrates a wide array of festivals and celebrations from diverse backgrounds.

Nurture Principles

We ensure that the whole school community reflects a welcoming and understanding environment. We know ensure that:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Staff
- Pupils –PSHE lessons, School Ambassadors
- Governors
- Parents

This policy should be read in partnership with our policies on:

- *Special Educational Needs*
- *PHSE*
- *Teaching & Learning*
- *All our staffing policies, e.g. Pay, Appraisal, & Grievance.*

Monitoring and Review

Worsthorne Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to their potential.

We collect and analyse a range of equality information for our pupils/students:

- Attainment data
- Pupil Progress meetings with staff
- Pupil Interviews
- Attendance Data
- Complaints of bullying or harassment
- Pupil Questionnaires
- Parental Questionnaires

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information 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, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism , sexism, homophobia and all forms of bullying
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Worsthorne Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We are aware of opportunities to collect and analyse a range of profile information for our staff and governors e.g.

- Applications for employment
- Appraisal meetings for teaching and non-teaching staff
- Attendance at training and INSET events
- Disciplinary and grievance cases
- Sickness Absence Management

All information is kept in a secure area and is confidential.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan at Worsthorne Primary School is the Headteacher.

Her role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide 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
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter

- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- 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
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will be good, positive role models in their approach to all issues relating to equality of opportunity
- Worsthorne places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration is given to the physical learning environment – both internal and external, including displays and signage

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

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist facilities as necessary -this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities: examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan

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 policy complies with our funding agreement and articles of association.

Date of Policy	September 2025
Person Responsible	Sarah Nicholls
To be reviewed	Annually
Review Date	September 2026

Target	Strategies	Timescale	What will success look like?
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Long Term Embed the quality of our Wave 1 Teaching so that high quality inclusive teaching is on offer for all.</p> <p>Medium Term Develop our curriculum so that powerful knowledge is available and accessible to all of our students. Review our curriculum content so that examples of disability are included into our curriculum sequence Targets for SEND students are regularly reviewed by a team around the child.</p> <p>Short term We review the resources children use to support their access to the curriculum.</p> <p>Develop teacher expertise through rigorous, high quality CPD and monitoring by the SLT and subject leaders Review curriculum content for examples of disability child reviews take place 3 times per year and impact is recorded Review to ensure students have access to the proper resources they need for curriculum access</p>	<p>Continuous</p>	<p>Teachers trained in instructional and scaffolding methods for inclusive practice Pupils accessing the full curriculum</p>

<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers</p>	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
<p>Maintain safety for visually impaired people</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	<p>Annually, and as new children join the school throughout the year</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear</p>	<p>Daily</p>	<p>All disabled personnel and pupils have safe exits from school.</p>
<p>Accessible car parking</p>	<p>Disabled members of staff and visitors have a place to park in the staff car park.</p> <p>They have to access the path by exiting the car park to go through the gate. This will allow people with mobility issues/ wheelchairs to access the main school building</p>	<p>On-going</p>	<p>There is a place for disabled members of staff and visitors to park throughout the school day.</p>

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for Suitability	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum	Annually	All pupils have access to PE and are able to achieve, for example via support from an adult
Ensure disabled children can take part equally in lunchtime, all wrap around provisions in school	<p>Ensure suitable arrangements are made for children with mobility issues/ wheelchairs to access all wrap around provisions.</p> <p>Ensure there is a way of getting children with mobility issues/ wheelchairs to different areas of the school safely.</p>	As required	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On-going	Raised confidence of support staff
Ensure disabled children can move from classrooms to the hall	Make sure the corridors are clear of obstructions	On-going	Disabled children can get to the hall from the classrooms

Curriculum

At Worsthorne Primary School we aim to ensure that:

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- pupils have opportunities to explore concepts and issues relating to identity and equality
- steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

Resources and Materials

The provision of good quality resources and materials within Worsthorne Primary School is a high priority.

These resources:

- Reflect the reality of an ethnically, culturally, and sexually diverse society.
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of school community
- When ordering new resources and materials we evaluate consider how they demonstrate and promote equality.

Language

We recognise that it is important at Worsthorne Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of our school to provide equal access to all activities from an early age. Our Extended Learning Opportunities include inclusive sports and competitions; non gender-specific activities and a range of activities covering different interests.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity by providing them with guidelines drawn from this policy.

We ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups include:

- Pupils for who English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning
- The school's website has a language function to translate into many languages

Personal Development and Pastoral Guidance:

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This includes pupils' access to a balance of male and female staff where possible
- We encourage the career development and aspirations of all school staff

- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Parents are consulted as part of the schools' commitment to equality and diversity. This is in order to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a greater role to play in the relevant communities

Roles and Responsibilities

- The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for

children with additional needs and maintain a good level of awareness of equalities issues

- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Worsthorne Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This policy and plan will be made available in the following areas:

- School Website
- During staff meetings for both teaching and non-teaching staff

Annual Review of Progress

The Headteacher will report to the Governing Body in the Headteacher's report on any aspects of ethnicity, disability and gender where appropriate. This will include, where relevant, progress to improve access for disabled pupils which incorporates access to the curriculum, physical access and access to information.

This policy has a life span of three years and therefore we will review and revise this scheme as part of a three-year cycle.

Equality Impact Assessments

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.