



Equalities Scheme

2013-2016



Equality Scheme 2013-2016

1. Statement

This scheme outlines the commitment of the Staff and Governors of Canon Burrows CE Primary School to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

Canon Burrows is an inclusive school. We strive to ensure that every child irrespective of race, disability, gender, religion and belief and sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their full potential.

- a) In accordance with our mission statement and school values we aim:
- To ensure that every pupil feels valued for who they are, so they can grow into confident successful adults
 - to ensure that all our families feel valued and their diversity recognised and celebrated
 - to respect the equal human rights of all our pupils
 - to respect the equal rights of our staff and other members of the school community
 - to ensure that our wider community benefits from the work of the school, building on the values of community cohesion
 - to positively promote equality and diversity
 - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - to ensure there are no barriers to opportunity, achievement, success or enjoyment for pupils or adults
 - to educate pupils about equality
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
- Gender & Gender Reassignment
 - Race
 - Disability
 - Religious belief
 - Age
 - Sexual orientation
 - Socio-economic background and other protected characteristics
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

2. **Statutory requirements**

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan (see Appendix 1) addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan (see Appendix 2) addresses our duty under the Education and Inspections Act 2006.

This scheme reflects the general and specific duties on schools as detailed in the guidance from the Commission for Racial equality and Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

We have also taken into consideration the following statutory guidelines:

- The Equality Act 2006 amends the Sex Discrimination Act 1975. Including, Sex Discrimination (gender Reassignment) Regulations 1999
- The Equality Act 2006 amends Employment Equality (Religion or Belief) Regulations 2003.
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005
- Employment Equality (Sexual Orientation) Regulations 2003, as amended

3. **School contextual statement**

The statement above outlines both the current issues relating to ethnicity, religion/belief and socio-economic factors. It, and the following data, demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 11 below to promote community cohesion.

School Profile 2013

	Total	Male	Female	EAL	Disability
Students	471 (100%)	45.8%	44.2%	24%	7 (1.5%)
Teaching staff	22	5	17	0	0
Support staff	60	3	57	1	2
Governors	14	5	9	0	0

Ethnicity/culture context of the school (local and national)

The school recognises and celebrates the diversity within its school family. The majority of children are white British. The percentage of minority ethnic groups in school is 24.2%. This is below the NA of 28.7%. 0.8% are mixed race, 16.3% of these children are Asian/Asian British, and 0.6% Black/Black British. The school has an increasing percentage of pupils with English as a second language, 13.7%, but this is still below the NA of 18.1%.

Religion/belief context of the school

Canon Burrows is a Church of England VA school. 75% of the families in school are Christians, 8.9% are Muslims, 6.3% are Hindus, 0.5 % are of other religion, 0.2% are Buddhists, and 8.3% have no religion.

Socio-economic context of the school

Canon Burrows school is a larger than average Primary school. The children attend from a variety of socio-economic backgrounds although the Index of Multiple Deprivation from the Census Data Analysis indicates that **48%** (224 children) are within the bottom 30% of the SOA and **52%** (244 children) are not within the bottom 30% of the SOA, compared with **61%** and **39%** respectively within the LA. The school's catchment drawn primarily from the Ashton Waterloo Ward (00BTFY) and is ranked within LSOA as 005A. Accommodation is rented or owner occupied private housing. Most parents are in employment. The school has an increasing number of 'fragmented' homes which is difficult to quantify or compare nationally. The number of children currently known to be eligible for FSM is 12.4% This is below the NA of 26.7% for maintained nursery and primary schools.

Current issues affecting cohesion at school, local and national level

There is a very settled population with very few movements in and out of the school. The school has good links with Christ Church and its community. Good relationships exist with other religious groups in the local area.

4. Responsibilities

One named governor, Mrs Breley, takes the lead, and is responsible for:

- attending training and LA briefings
- sharing information with other governors

The **governors** as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The **head teacher** is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- ensuring that the plans are monitored through school improvement and self evaluation processes
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Children will contribute to:

- the development of the Equality Scheme and be made aware of how it applies to them. They will be encouraged to treat each other with respect and to report discriminatory incidents

Parents/Carers will be consulted on:

- the development and evaluation of the Equality Scheme

Visitors and contractors are responsible for:

- following relevant school policy

5. Staffing and Staff development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff in all key stages.

The school prides itself on its inclusive nature. Training and development in relation to equality and cohesion, in terms of awareness raising of professional responsibilities as well as statutory requirements, forms an important part of the School Development Plan for staff and Governors.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority. The scheme will be kept under regular review for three years and then replaced in April 2016.

7. How we report on progress and impact

A report on progress with the actions listed below will be published on behalf of the Governors via the school website during each school year, i.e. March 2014, 2015 and 2016.

A copy of each annual report is sent for monitoring purposes to the local authority by internal mail to SCYP Equality & Diversity Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside. OL6 6DL.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

The school's self evaluation process ensures the monitoring of the potential impact of school practice in terms of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

And other protected characteristics.

We regularly review key policies, functions and procedures relevant to meeting the duties related to the above. The school's self evaluation process takes into account the views of its stakeholders through a range of mechanisms and procedures. Thoughtful analysis of data at different levels enables the school to respond to the needs of its stakeholders and then impact is measured.

Raiseonline and the school tracking system is used to track the progress and attainment of children to obtain information on whether our equality policy and practice is effective. We monitor the progress of children of minority groups, comparing it to the progress made by other groups in school. We monitor results from screening for specific learning needs. We monitor attendance at school and at extra curricular activities. We monitor the school behaviour and exclusions policy, behaviour and bullying logs, racist and sexist incident logs to ensure that children from minority groups are not unfairly treated. We take into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff and children. We monitor the Admissions policy and the staff appointment process, so that no-one applying for a place or a post at this school is discriminated against.

Any Equality objectives identified by this process are included in the School Development Plan as appropriate. Our objectives will: promote equality of opportunity for members of identified group; eliminate unlawful discrimination, harassment and victimisation; and foster good relations between different groups.

9. Religion and belief

Canon Burrows C of E Primary School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We are committed to eliminating discrimination and exclusion on the basis of religion or belief. We also recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. Equality with regard to religion or belief is promoted at all levels in Canon Burrows C of E Primary School and particularly within the RE and PSHCE curriculum. This is supported by:

Comprehensive collective worship plan, which includes: recognition of different religious festivals, key national / international events, such as Remembrance Day. We also invite speakers into our assemblies in order to raise awareness of local faith events and community events

Bi Annual RE week where stakeholders share their faith and beliefs.

We provide opportunities for our children to sit quietly in order to reflect or pray through our provision of our indoor central prayer area and outdoor quiet garden.

Flexibility to allow parents to request their children to be withdrawn from RE lessons and collective worship on moral / religious grounds.

We will monitor the effectiveness of our policy regarding faith and belief discrimination through: discussion with the Subject Leader for RE, regarding its priority on the curriculum and how it can best supported, this could involve discussion with the School Council regarding the matter, and taking account of pupil voice.

Race Equality

At Canon Burrows C of E Primary School 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 minimizing barriers to learning, so that all pupils can achieve;
- maintaining accurate records of all ethnic and faith groups, their background and needs and how we respond to them
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- promoting activities that celebrate our common experience as well as those that recognize diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families
- encouraging pupils (and their families) of all ethnic groups to participate fully in all aspects of school life
- raising awareness and actively tackling racial discrimination and promoting racial equality through our School Prospectus, School Profile, newsletters to parents and displays of work;
- communication with parents/carers and members of the community, so that they are well informed of our policy and procedures;
- making clear to our staff and pupils what constitutes aggressive and racist behaviour
- identifying clear procedures for dealing quickly with incidents of racist behaviour, discrimination or harassment;
- making pupils and staff confident to challenge racist and aggressive behaviour

Teaching and learning style

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:

- 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 religions and 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.

Tackling racial harassment

4.1 Any incident of racial harassment is unacceptable in our school. 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;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the headteacher or deputy headteacher and inform her of the action taken;

- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the Deputy Headteacher's office). A copy is sent to the LA.
- inform both sets of parents, if appropriate
- ensure that all racist incidents are reported to the governors on a termly basis so that positive action can be taken if patterns emerge

4.2 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are recorded and reported to the governing body by the headteacher. An annual return is sent to the LA.

Community Cohesion

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated valued and celebrated; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion.

Every school - whatever its intake and wherever it is located - is responsible for educating its children to develop young people who will live and work in a country which is diverse in terms of culture, faith, language and ethnicity.

We wish to show that through our ethos and curriculum that our school can promote a common sense of identity and support diversity, demonstrating how different communities can be united by common experiences and values.

We believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

We consider

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area; including the communities we create through the networks we form in development groups.
- the community of Britain - all schools are by definition part of this community;
- the global community – formed by EU and international links.

Promoting community cohesion

We consider what activities already take place within the school and what might be arranged in cooperation with other schools.

In addition, the school promotes well-being as some of the work and activities that support community cohesion can also contribute towards the Every Child Matters outcomes of 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'.

Teaching, learning and curriculum

- At Canon Burrows we strive to promote a broad, balanced and meaningful, curriculum that supports high standards of attainment, promotes common values, and increases children's awareness and understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping .
- A varied curriculum that develops pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities .
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and Excellence

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status.
- Making provision for all children based on need eg our Provision mapping which promotes a range of intervention strategies.
- The development of gifted and talented children within the school as well as having effective procedures to support children with special educational needs
- Equal opportunities and race equality policies in place
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment, clear school procedures.
- Monitoring our school behaviour/discipline policies so that no groups suffer prejudice e.g. behaviour, exclusion, and racist incidents monitored termly and reported to governors'

Engagement and Ethos

The school community

- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. Our Code of Conduct and Mission Statement
- Partnership arrangements in place to share good practice and offer children the opportunities to meet and learn in different settings eg our links with local schools, the Diocese, local Secondary schools. Tameside College and Manchester University.
- Links built into existing schemes of work and grounded in the curriculum with children working together on a joint project or activity ie Arts Week
- Using skills of parents, grandparents and other stakeholders to promote learning
- Use School Council, ECO Council , Sports Council and Celebration Time to take into account the children's views e.g. playground behaviour, improvement of the school environment.

The UK community

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to and/or study of other areas
- Ensuring that children are aware of national and local events that affect people's lives
- Learning about how different communities celebrate different festivals within Britain, e.g. Eid-Al-Addha, Ramadan, Eid-Al-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover.

The global community

- Geography curriculum informs children of world wide ways of living
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day.

The Role of Governors

The Governing Body is legally responsible for ensuring the promotion of social cohesion and the Head teacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis the governors consider:-

The school's impact on the community i.e. is the school challenging divisions and breaking them down

Whether the school can serve a wider community and help bring pupils and parents together.

How representative the Governing Body is of the local community and pupils backgrounds

What the school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable

How does the school actively promote understanding and dialogue between different groups, does the school bring in community and faith leaders.

Any local social problems which might impact adversely upon the school and seek t action by partners.

Whatt the local authority may be doing to promote social cohesion and what support is available.

Upon considering the above the governors would produce an action plan to address any issues that have arisen.

Disability Equality

School's Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of disabled people or pupils who are carers of disabled parents. We aim to implement a curriculum that develops an increasing awareness of and positive attitudes towards disability.

What do we understand by the term disability?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 paragraph 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.

Canon Burrows “recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole”. (SEN in Nottingham- A Guide for parents and carers pg 14). We understand that the definition of Disability Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. This school recognises that social, educational and behavioural difficulties are part of this definition.

School's Strategic Priorities

At Canon Burrows, children and young people are included. They have full access to its social and academic life. They experience welcome, acceptance and real opportunities for friendships and positive relationships, as well as challenging learning experiences. Inclusion at Canon Burrows is demonstrated through the development of young people in line with the hopes and aspirations of their parents or carers, their educators and themselves. Canon Burrows meets a diverse range of pupil’s needs, which may include those who have special educational needs, gifted and talented children, children for whom English is an additional language. We seek to ensure that our structures and systems meet this wide range of needs. Adaptations to the school curriculum, to buildings, to attitudes and values, to language, images and role models are all important factors we take into consideration when seeking to ensure excellent provision for all pupils.

The work in school is underpinned by our mission statement which states that every child is special, precious and unique. Staff in school have an in-depth understanding of the variety of needs pupils may have; their work is complemented by a healthcare plan for pupils who may have specific medical needs or curriculum provision map which has a very clear structure to support pupils. School recognises the benefits of engaging with the local community and to this end seeks to improve further links in this area. Each year there is a full review of children’s additional needs which determines classroom organisation and provision.

The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life -whilst respecting the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in.

- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons (DDA 2005 S.49A).

Removing Barriers

A Disability Access Plan has been drawn up to ensure that the school is accessible. Actions are taken to improve access for pupils in the school curriculum, access to the physical environment and to improve the delivery of information to disabled people. Each year we consult with all stakeholders to ascertain the level and type of alternative access needs in relation to text-based information provided by the school e.g. books, worksheets, letters home, website & prospectus.

Disability in the curriculum, including teaching and learning

Care is taken to ensure each every pupils needs are carefully assessed and acted upon accordingly. We take steps to ensure that children with disabilities can take part in all aspects of school life, which include participation in lunchtime activities, school plays and school visits. Children are carefully monitored to ensure that they are achieving socially and academically and annual assessments are carried out for all disabled pupils to ensure we are adequately meeting their needs. In accordance with the personalisation agenda, provision at school is tailored to meet the needs of all children. Every year group has a teaching assistant assigned to provide support for all children in the cohort. Depending on the needs of the children within the year group a proportion of TA time is spent managing interventions for children with additional needs. Where necessary, this provision is implemented as a result of professional advice from outside agencies. Recommendations from the various agencies are documented in IEP's and on the inclusion register and put into place by teaching and support staff. Individual support arrangements are regularly reviewed and alterations are made where appropriate. Classroom observations are carried out and regular consultations take place between staff, parents and pupils to ensure that we are meeting pupil's needs effectively. The school encourages all pupils to be inclusive and places a high priority on peer support, in order to support both parties whilst promoting good relationships between children of different age groups.

Eliminating harassment and bullying

We are aware that disabled people can experience bullying and harassment which can take many forms from direct verbal abuse, or comments which are offensive, to violating a person's dignity, or making an individual feel uncomfortable, intimidated, or degraded. We have a clear bullying policy which is regularly reviewed; any form of harassment or intimidation is not tolerated. The school takes various actions in order to eliminate bullying and harassment which includes relevant training for staff so they themselves know how to respond to complaints and avoid behaviour which may cause a complaint. The school considers the way in which staff work to raise awareness and promote positive attitudes amongst pupils to be a real strength. The school is aware that many disabled people do not make formal complaints as they do not want to affect their working relationships with colleagues and/or interaction with peers and to this end, seeks to be vigilant to any incident of bullying or harassment that may otherwise go unnoticed. Incidents of bullying and harassment are recorded and action is taken where appropriate.

Reasonable Adjustments

In order to accommodate a variety of individual needs we conduct an annual assessment based on the needs of all pupils, staff and other persons. In response to this, we have made suitable adjustments to furniture and apparatus, including, for pupils; the creation of a quiet place, the switching of classrooms to accommodate a child with a physical need, working closely with outside agencies to meet medical needs, purchase of specific IT hardware and software; for staff and the community; the installation of a visual fire alarm system in the hall, modifications to the outside of the EYFS area to improve wheelchair access. Risk assessments are carried out for all school visits to ensure children with disabilities have equal access opportunities. Every year the governor sub-committee conduct a survey of the physical environment to ensure that: lighting, signage, fire

alarms, the acoustic environment, heating and ventilation and floor coverings are suitable for the school community. Toileting, washing and changing arrangements are regularly monitored. Accessibility to outside areas is assessed annually and adjustments needed to the school building to improve access i.e. installation of lifts etc is included in the long-term building improvement plan.

Outside providers

Anyone contracted to work in school, for example dance / PE coach, providers of after school activities is made aware of the need to make reasonable adjustments to ensure inclusion of disabled pupils.

Admissions, transitions and exclusions

School works hard to ensure transition to and in school is barrier free. The Reception teachers visit other Early Years settings to meet children with needs prior to admission in September, to ensure that children immediately feel safe and secure on entry. Exclusion is a very rare occurrence at school. Figures are regularly monitored to establish whether children with disabilities are over-represented.

Social Relationships

Canon Burrows promotes a very strong ethos of inclusion; there are excellent relationships between the children at school. Individual children are regularly monitored to ensure that they feel happy, safe and secure. There would be an intervention put into place for any child with a social or relationship difficulties whether the child was disabled or not. This aspect of our work has been recognised by the LA who has awarded the school the Tameside LA Enhancing Inclusion Award.

Employing, promoting and training disabled staff

Over the years there has been a number of disabled staff employed in school. The numbers fluctuate. The recruitment and employment of staff policies does not discriminate against disabled people. All staff have the same training opportunities and opportunities for promotion. Links have been made and advice has been sought and acted upon with appropriate external agencies. Where disabled people have been employed, adjustments have been made to their working environment. For example, a hearing loop and visual fire alarm has been placed in one classroom.

Gender Equality & Reassignment

Canon Burrows C of E Primary School is committed to combating sex discrimination and sexism by promoting gender equality. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes. We are committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates) and we will work to eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.

It is our responsibility to:

- raise the achievement of all pupils by monitoring pupil progress in relation to their gender and set targets accordingly
- ensure gender based disciplinary issues are treated seriously and investigated
- include sexual bullying, sexual exploitation and domestic violence in the PSHCE scheme of work

Sexual Orientation

Canon Burrows CofE Primary School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGBT people across services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole. Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within Canon Burrows CofE Primary School and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process. We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Canon Burrows CofE Primary School:

- All incidents of homophobic bullying, e.g. language and stereotypes, will be recorded and challenged
- The PSHCE curriculum will address these issues as part of its Sex and Relationships Education (SRE) programmes of study

Appendix 1 Three-year access plan 2013-16

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	<ul style="list-style-type: none"> • Ensure that all classrooms are optimally organised to promote participation of the whole range of children. Maintain liaison with outside agencies to ensure needs of individuals are met ie. Child with mobility difficulties, children with language barriers, medical and toileting needs • Continue to monitor teacher planning to ensure appropriate differentiation to meet individual needs, and equality of access to life preparation learning Phase leaders to hold tracking meetings with teachers each term to ensure academic progress is being maintained. Needs of children identified and small group interventions and individual support put in place. Information shared with HT. SMT to analyse. Raiseonline data shared annually with Governors. Termly reports shared with Governors to enable them to monitor overall progress towards targets. • Continue to monitor and ensure access to all aspects of the curriculum eg out of school visits/trips, extra-curricular activities • SMT to draw up guidelines and monitor to ensure that all outside providers are aware of the need to be inclusive
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • Complete risk assessments annually and liaise with outside agencies to ensure needs of individual children are met ie. Child with mobility difficulties, children with medical and toileting needs • Consult with new intake parents/ new staff on access needs in July each year. • Update Asset Management Plan annually and improve access alongside other school improvements as funding becomes available
iii. improvements in the provision of information in a range of formats for disabled pupils/ parents, those with language barriers	<ul style="list-style-type: none"> • Consult with new intake parents/ new staff on access needs in July each year. • Access LA services available to meet individual needs re alternative formats and use of IT software to produce customised materials

Appendix 2 Three-year community cohesion plan 2013-16

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	<ul style="list-style-type: none"> • To continue to provide opportunities for multi-cultural experiential learning within the school’s curriculum. • Continue to use SEALs materials and PSHCE in lesson time to reinforce good relationships between all groups of pupils • To continue to arrange visits to places of worship in our local community through the RE curriculum and special days, and invite visitors into school. • Continue positive charity work. Children choose local, national and global charities to support each term. Linked to assemblies and work in the classrooms • Continue to raise awareness of current affairs locally, nationally, globally through the curriculum, assemblies, arranging visits and visitors, purchase of appropriate reading materials, safe internet access
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none"> • Ensure that all children attracting Pupil Premium funding offered extra curricular activities free of charge. Monitor uptake • Monitor uptake of extra curricular activities by children from other vulnerable groups (SEN, EAL) • Monitor racist and homophobic bullying incidents
iii. engagement with people from different backgrounds, including extended services	<ul style="list-style-type: none"> • Continue to develop links with other schools and community groups to promote community cohesion • Inform community via website of extracurricular competitions/activities and encourage more participation • Continue to develop links with representatives from different faith backgrounds who can inspire and enthuse • Create links with other School Councils locally and nationally