

ST. HELEN'S CATHOLIC INFANT SCHOOL



Equalities Policy and Accessibility Action Plan

Written by	Date	Ratified by	Date
A McAuliffe	2025	Governors	May 2025

To be reviewed	Annually	Every 3 Years
Reviewed on	Reviewed by	Next review date
		May 2026

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Context

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

The following policy guidance and exemplar equalities action plan are intended to support schools to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

Equality and the Law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race,
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics Equality Policy

St. Helen's Catholic Infant School Equalities Mission Statement

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

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Implementing the Equality Mission Statement - Providing High Quality Teaching and Learning

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by English as an additional Language, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

The Central Role of All School Staff (Teaching and Support Staff)

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

The Role of the Headteacher

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

The Role of School Governors

The school governing body will set out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all

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people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.

- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

Development of the Equalities and Accessibility Plan

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by utilising:

- Feedback from the annual parent questionnaire
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

Review of progress and impact

Our School Equality Plan has been agreed by our Governing body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

Publishing the plan

In order to meet the statutory requirements to publish a Single Equality Scheme we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

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Appendix 1 – St. Helen's Catholic Infant School Equalities and Accessibility Action Plan

The duty to report racist incidents and the publication of the Equality and Accessibility Plan to meet the Equality Legislation must be included in the action plan

St Helen's Catholic Infant School Equality Objectives April 2024 – April 2027					
Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (recorded by April 2027)
Race	Review of the school curriculum/Cultural Calendar to ensure it is diverse and reflective of the world we live in.	Children's learning experiences broaden their life outlook	July 2023	SLT	
	Work with staff to be vigilant to and challenge potentially discriminatory language	Children use language respectfully and appropriately	Ongoing/ Termly Safeguarding INSET	SLT	
Disability	To discuss with pupils different forms of discrimination	Children show tolerance to each other	Via PSHE Curriculum and Anti Bullying Week	All staff/PSHE Leader	
Sex and Gender and sexual orientation	Work with staff to be vigilant to and challenge potentially discriminatory language	Children use language respectfully and appropriately	Ongoing/ Termly Safeguarding INSET	DSL	
	To discuss with pupils different forms of discrimination	Children show tolerance to each other	Via PSHE Curriculum and Anti Bullying Week	PSHE Leader	
Religion and Belief	To continue to foster curiosity and develop a respectful attitude towards other faiths	For children to have a range of cultural experiences and gain first-	Via Come and See Curriculum and Inter Faith	RE Leader	

		hand experience of different cultures, religions and customs.	Week		
	To increase the number of multi faith visitors to school	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	ongoing	RE Leader	
Economic Disadvantaged and life experience disadvantaged	To ensure children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age related expectations	The gap closes between non PPG and PPG pupils.	reviewed termly: See PPG Statement	HT	
	To raise all pupils/parents aspirations of what their children can achieve.	For PPG pupils to reach their full potential	reviewed termly: See PPG Statement	HT	

St Helen's Catholic Infant School Accessibility Plan April 2024 – April 2027

Target	Strategies	Success Criteria	Date to be completed by	Who ?	Impact (recorded by April 2027)
Access to the curriculum	<p>Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can engage with the curriculum</p> <p>Ensure that One Planning specifies clear "reasonable adjustments"</p>	<p>Pupil is referred to either Rainbows Programme or BCCS and strategies are implemented by home and school</p> <p>Interventions are effective in improving pupil's social, emotional or mental health well being</p> <p>One Planning is clear.</p>	reviewed termly	SENDCO and Wellbeing Leader	
Access to the physical Environment	Regular review of needs for current pupils, including personal evacuation and classroom layout.	All pupils are able to evacuate safely. All pupils' personal needs are met.	Health and Safety termly inspection	H and S Governor and Premises Manager	
Access to Information	<p>Regular school website review</p> <p>Families and staff have easy access to mental Health support agencies via the school website</p>	Parents can access information easily on the school website.	Ongoing	Headteacher	

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