

Equality Audit – June 2019 (updated June 2020)

In our equality policy it states that we will take steps to enable all pupils to take part as fully as possible in every part of school life. It specifies commitments that we as a school are going to make. In order to be sure that we are fulfilling these, an annual review will be undertaken. This review will allow us to consider examples of actions completed and learn from the challenges encountered.

Commitment	Response
We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.	<p><i>Recent school trip to Dartmoor, arrangements made for disabled pupil to attend, including transport which did not rely on parents. Activities on trip were fully accessible.</i></p> <p><i>Involvement in Sports Festivals at St Lukes, arrangements made for disabled pupil to attend, including transport which did not rely on parents.</i></p> <p><i>Change of venue for trip to ensure accessible for disabled pupil.</i></p> <p><i>Invited a local zoo into school to save having to go to a zoo where access was difficult.</i></p>
We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.	<p><i>There are ramps throughout school, we have a lift (repairs and maintenance need to be increased) and there are yellow nosings on all external steps, contrast nosings on internal steps and a yellow warning line at top of slope in playground.</i></p> <p><i>Doors are on automatic release hold open locks.</i></p>
We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect	<p><i>This is ongoing through: assemblies, displays, PSHE teaching, British values and the Landscape Legends.</i></p>
We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.	<p><i>This is covered through PSHE planning and delivery. Cooperative learning has been adopted throughout the school which has developed active listeners, team collaboration and more equal participation.</i></p>
We will regularly consider the ways in which our teaching and curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.	<p><i>Learning values presented as the Landscape Legends; PSHE; Anti Bullying weeks. Years 3/4 have worked with visitors to school learning sign language and working with cultural champions.</i></p> <p><i>Curriculum redesign has high standards at its core and opportunities to value diversity are embedded in this.</i></p>

<p>We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics.</p>	<p><i>There is regular tracking and analysis of key groups is undertaken. The SENDCo and Head regularly meet to review progress and attainment. Teachers have termly progress meetings to review all members of their class.</i></p>
<p>We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.</p>	<p><i>Application forms record data and opportunities are offered fairly.</i></p>
<p>We will make reasonable adjustments for our disabled staff.</p>	<p><i>Part time contracts are offered and time allowed for medical appointments and medical needs. Support offered within school.</i></p>
<p>Risk assessments are also completed for staff returning to work following illness or medical procedures.</p>	<p><i>Following the return to work of a member of staff who had been off with back pain a risk assessment was completed. Reasonable adjustments were made including the purchase of a cushion and a back support. A chair was also purchased for another member of staff following recommendations from osteopath. Stool purchased for member of staff to ease lumbar discomfort.</i> <i>Risk Assessments would be completed, although none required this academic year. During COVID-19 individual risk assessments have been used to protect staff, and they have not returned to school.</i></p>
<p>We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.</p>	<p><i>TAs support individuals and teachers differentiate all activities for varying abilities. Support provided for EAL children including translation of key words and use of translation tools.</i></p>
<p>By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits wherever possible, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.</p>	<p><i>Dartmoor Trip – June 2019. All members of Years 3 and 4 were able to attend the trip, with transport arranged through Crediton & District Community Transport Association. Previously this has had to rely on parents.</i> <i>Grenville residential planned for Year 5 – disabled child can be accommodated for the daytime activities but parents will be needed for night time care.</i></p>
<p>We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed.</p>	<p><i>Advisory Staff have been approached on a number of topics: colours of paint for playground games and visual impairment;</i> <i>Regular TAF meetings include all professionals and outside agencies for a disabled pupil.</i></p>
<p>In planning the curriculum and resources we will take every opportunity to promote and advance equality</p>	<p><i>We have a strong school ethos clearly advocating British Values.</i> <i>SMSC is embedded within all curriculum policies and planning documentation to create opportunities within the curriculum for the teaching of gender, race, disability equality.</i></p>

	<p><i>We use resources with multi cultural themes and avoid stereotypes.</i></p> <p><i>We study a variety of cultures and religions and challenge any prejudice.</i></p> <p><i>Specific topics are planned to incorporate special events/ celebrations, e.g. Black History Month in Years 3/4</i></p>
<p>Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying.</p>	<p><i>Clear and consistent expectations of behaviour and a positive, respectful school ethos, ensure high standards of behaviour and very few incidents of bullying.</i></p> <p><i>Any incidents are dealt with by the Headteacher, recorded on CPOMS and reported to Governors through Headteacher's reports. The school would involve the Local Authority if required.</i></p>
<p>We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.</p>	<p><i>All staff have the same high expectations and everyone will challenge any poor behaviour. In the last parental questionnaire 99% of parents reported that their child felt happy and safe in school. Only 4% of children reported that they didn't feel safe in the last pupil questionnaire.</i></p>
<p>Throughout the year, we will plan on-going events to raise awareness of equality and diversity.</p>	<p><i>Anti-bullying week every November; Year 1 Topic – studied life in different countries and had visitors from parents who had lived in these countries; Years 3/4 visitors from the Cultural Champions and learnt Sign Language.</i></p>
<p>We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy</p>	<p><i>This will need to be an action point for the future.</i></p> <p><i>An additional question can be added to the questionnaire.</i></p>
<p>We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users.</p>	<p><i>Parent and pupil questionnaires (Summer 2019) Both included questions on safety: 99 parents agreed that their children felt safe in school (1 didn't know); 70% of KS2 felt safe (26% didn't know) and 82% of KS2 felt that school helped them learn about staying safe.</i></p>
<p>We will regularly review our accessibility plans.</p>	<p><i>School access audit undertaken in July 2019. Highlighted need for evacuation chair to be purchased September 2020 and lift repairs which have been completed.</i></p>
<p>We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.</p>	<p><i>Through the Staff Code of Conduct</i></p> <p><i>Covered in SEN Staff Meetings</i></p>
<p>We will set out training and awareness sessions in the school improvement and accessibility plans</p>	<p><i>Within Accessibility Plan 2019-22</i></p>

<p>We will maintain and update an SEN and equality page on the school website to show how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.</p>	<p><i>SEN and Equality Policy on the website, annual SEN and PP report also published.</i></p>
<p>When drawing up policies, we will be mindful of the impact of disadvantage pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties and recommend changes/mitigations where necessary.</p>	<p><i>This is considered when policies are written and then monitored through the approval process by Governors.</i></p>