



## Equality policy

Spring 2023

### Introduction

We want our schools to be happy and healthy places to learn (St James': ...to achieve and believe) for **everyone**.

We are committed to advancing equality and promoting respect for difference and diversity in everything that we do. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

### The legal framework

We welcome our duties under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#). This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The requirements under the **Equality Act 2010** include to

- have due regard to the need to eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it – through tackling prejudice and promoting understanding

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The act covers the following protected characteristics:

- age (as appropriate for schools)
- disability
- gender reassignment
- marriage and civil partnership (as appropriate for schools)
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

Definitions of each characteristic are included as an appendix. Every person has several of the protected characteristics, so the act protects everyone against unfair treatment.

The requirements of the **Public Sector Equality Duty** is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act, having due regard to:

- eliminating unlawful discrimination, harassment and victimisation
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

## Guiding principles

In fulfilling our statutory duties, we are guided by eight principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value.

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face-

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote positive attitudes; mutual respect; positive interaction; good relations and dialogue; and an absence of prejudice-related bullying and incidents.

### **Principle 4: We ensure that the recruitment, retention and ongoing development of staff, volunteers and governors is undertaken in a fair and equitable manner to support our school's vision and values**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people-

### **Principle 6: We consult widely**

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones, where appropriate.

### **Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

### **Principle 8: We work to ensure that everyone has access to a healthy lifestyle through the food and activities we provide**

Our aim is to be a happy and healthy place to learn and place to work. As such, we support healthy living for all.

## Practical application

Eliminating discrimination, advancing equality of opportunity, and fostering good relations are all integral to ensuring Sphere Federation schools are happy and healthy places to learn (St James': ...to achieve and believe). Having due regard to the Public Sector Equality Duty and the principles above are therefore fundamental to what we do in school:

- they help to promote pupils' spiritual, moral, social and cultural (SMSC) development
- they help to promote fundamental British values (democracy, rules and laws, individual liberty, respect and tolerance)

### **Eliminating discrimination**

Sphere Federation schools are aware of our obligations under the Equality Act 2010 and comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act (eg during meetings and in dedicated CPD).

Sphere Federation schools are opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality.-There is guidance in the Positive Relationships Policy on how prejudice-related incidents are identified, assessed, recorded and dealt with. We report to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Teachers and school leaders challenge discrimination and stereotypes across the curriculum (eg the list of featured scientists, artists, designers which feature in the Science, Art and Design and Technology – see the Sphere Federation curriculum statements), and whenever it is required or appropriate (eg if a pupil were to make a homophobic remark, it would be challenged in an age-appropriate way, such as by saying '*You've used the word gay, but not in the right way*', with consequences – see the Positive Relationship Policy).

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (eg pupils with disabilities, or gay pupils who are being subjected to homophobic bullying); taking steps to meet the particular

needs of people who have a particular characteristic (eg enabling Muslim pupils to pray at prescribed times); and encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in the full range of Sports Day activities).

In fulfilling this aspect of the duty, we will analyse attainment data and attendance data how pupils with different characteristics are performing to determine strengths and areas for improvement, and subsequently implement actions in response. We actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above. We monitor the impact of our teaching in terms of sex, age, race, disability and other protected characteristic when appropriate and useful to do. In addition, we monitor in terms of socio-economic background, special educational need, and whether English is an additional language. We review the impact of teaching across years and across Sphere Federation schools and nationally to support the principles of equality set out here.

### **Fostering good relations**

Sphere Federation schools aim to foster good relations between those who share a protected characteristic and those who do not share it by promoting tolerance, friendship and understanding. Our curriculum, in particular the curriculum for Living and Learning (our name for Personal, Social, Health and Economic Education) and the weekly Living and Learning statements, play an important part in promoting equality, particularly by fostering good relations across all characteristics, tackling prejudice, and promoting understanding (eg Living and Learning includes learning every year about the protected characteristics, and being the same and being different). Other subjects play a significant role, too eg teaching in RE, where pupils learn about and celebrate the diversity of faiths and beliefs in their community, and as part of teaching and learning in Reading, where pupils are introduced to literature from a range of cultures. School assemblies (St James' collective worship) and themed weeks (eg Me and My Communities) also play a role in fostering good relations.

### **Equality considerations in policies, practices and decision-making**

Sphere Federation schools ensure they has due regard to equality considerations whenever significant decisions are made. We consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip cuts across any religious holidays, is accessible to pupils with disabilities, and has equivalent facilities for boys and girls.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- participation of groups in wider school activities
- preparing all members of the learning community for living and positively contributing to a diverse society

This policy links to our School Improvement Plans, our Curriculum Statements, our Positive Relationships Policy. Equality is fundamental to what we do, therefore this list is not intended to be exhaustive as the principles set out here are far-reaching.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Roles and responsibilities**

The governing body:

- ensures that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- ensures that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- delegates responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The head of federation:

- promotes knowledge and understanding of the equality objectives among staff and pupils
- monitors success in achieving the objectives and reports back to governors
- ensures staff and governors are offered the opportunity to engage in appropriate training and development

The heads of each Sphere Federation school

- support the head of federation in fulfilling the above responsibilities
- have day-to-day responsibility for co-ordinating implementation of the policy statement

All school staff are expected to have regard to this document and to work towards fulfilling the aims and principles set out; for example (the following is not intended to be exhaustive), they:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues

### Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures eg the grievance or disciplinary policy.

### Monitoring and review

We will update the equality information we publish annually.

This document will be reviewed by Sphere Federation leaders including governors at least every four years. When reviewing this policy, we will take account of quantitative data (such as data related to progress and attainment) and qualitative data (such as other monitoring and evaluating exercises).

We're always keen to hear the views of parents, pupils, staff and members of the local community, not least any views relating to the issues set out here. Please do let us know. Similarly, we will consult and involve those affected by inequality in the decisions we take to promote equality.

### Publishing information

This policy is available electronically on the school website and as a hard copy on request at the school office.



### St James' CE Primary only: Christian values

Although we follow the same agreed principles and practices that are set out in this policy, St James' CE Primary has a distinctive Christian ethos. To support this, we have adopted six core Christian values (see below). As you would expect, these values are fundamental to the dignity and respect for all. They play a major part in how we treat others around us, regardless of our differences. Examples are in brackets.

- forgiveness
- courage (*promoting courage to stand up to prejudice and ensure fairness in life*)
- honesty (*we want our children to feel honest about who they are and confident they will be treated fairly and with regard for equality*)
- compassion (*promoting compassion for others regardless of differences – 'love... binds everything together in perfect harmony'*)
- peace
- perseverance (*sometimes, we have to persevere to help others see beyond bias and prejudice, to promote happy relationships for all*)

## Appendix: Definitions of the protected characteristics

Source (black text): Equality and Human Rights Commission  
<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Source (grey text): a combination of:  
<https://centreforequalities.org.uk/equality-act-2010/protected-characteristics/>  
<https://www.haringey.gov.uk/local-democracy/about-council/equalities/equality-act-2010/protected-characteristics>

### Age

A person belonging to a particular age (eg 32 year olds) or range of ages (eg 18 to 30 year olds).

The Equality Act 2010 does not define a specific age group that is protected. Age can be understood as narrow or wide (younger people, older people), or it can be described as relative to someone else (older / younger than); or it could be a specific age or age range (16, under 21 or 65+). What matters is that you must not be discriminated against because of your age.

The Equality Act also applies if you are treated differently because you are associated with someone of a specific age or age range (discrimination by association) or because someone thinks you are a specific age or age range (discrimination by perception).

Ageism is negative in that it creates barriers between age groups playing equal parts in society. As a rule of thumb, everyone should avoid using language that stereotypes or implies that a particular age group is more or less able. Inclusive language is sensitive to the entire age and when relative terms such as 'older' and 'younger' are used, those should be in specific contexts so as not to discriminate.

*Means a person or persons belonging to a particular age group. An age group includes people of the same age and people of a particular range of ages. Where people fall into the same age group, they share the protected characteristic of age.*

### Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The Equality Act defines disability as physical or a mental condition which has a long-term impact on your ability to do normal day to day activities. If you have a current diagnosis of a progressive condition such as HIV, cancer, Parkinson's Disease (PKD) or multiple sclerosis (MS), the Equality Act considers this a disability, even if you are able to carry out normal day to day activities.

This is also relevant if you had a disability in the past from which you have recovered, such as following recovery from cancer treatment or a mental health condition.

What matters is that you must not be discriminated against because of your disability. This also applies if you are discriminated against because you are associated with someone who has a disability (discrimination by association) or because someone thinks you have a disability (discrimination by perception).

The Equality Act allows for positive action in the case of disability, which means it is not discriminatory to treat a disabled person more favourably than someone who is not disabled (or treating persons with a different disabilities differently).

*In the Act, a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.*

*For the purposes of the Act, these words have the following meanings:*

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' includes everyday things like eating, washing, walking and going shopping

*People who have had a disability in the past that meets this definition are also protected by the Act.*

*There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.*

*Where people have the same disability, they share the protected characteristic of disability.*

### Gender reassignment

The process of transitioning from one gender to another.

*Adapted from the source text:*

Gender reassignment is the process by which someone makes a commitment to live permanently in their non-birth gender. Gender is the range of characteristics pertaining to femininity and masculinity.

The Equality Act defines gender reassignment as undergoing or completing a process of reassigning sex by changing physiological or other attributes of sex. A transgender person who wishes to live permanently in a gender role different to their biological sex is therefore protected under the Act.

The Equality Act applies at any stage of the process, from proposing gender reassignment, to undergoing personal and social transition. It also applies when undergoing medical reassignment. However, a person does not need to have undergone medical reassignment or surgery to be protected under the Act.

The terms 'transgender' and 'trans' is sometimes used for people who cross-dress, vary in their expression of gender identity, or believe they have a gender identity. Gender identity is not a protected characteristic and only people who intend to make a permanent transition are considered transgender under the Equality Act.

*This is defined for the purpose of the Act as where a person has proposed, started or completed a process to reassign physiological or other attributes of their sex. A transsexual person has the protected characteristic of gender reassignment.*

*A woman making the transition to being a man and a man making the transition to being a woman both share the characteristic of gender reassignment, as does a person who has only just started out on the process of reassigning physiological or other attributes of their sex and a person who has completed the process.*

## Marriage and civil partnership

Note: heterosexual couples have been able to register a civil partnership since December 2019.

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

The Equality Act defines the protected characteristic of marriage and civil partnership as applying to people who are legally married or who are in a civil partnership. Marriage is legally recognised between partners of different sex (eg a man and a woman) or of the same sex. Civil partnership is between partners of the same sex.

This characteristic does not apply to people who are single, are engaged to be married and/or living with someone as a couple. Also, it does not apply to people who are divorced, have dissolved their civil partnership or widowed.

Marriage and civil partnership discrimination occurs when you are treated differently at work because you are married or in a civil partnership. The Equality Act protects individuals against direct and indirect discrimination (and also victimisation) at work that happens because they are married or in a civil partnership.

*This refers to people who have the common characteristic of being married or of being civil partners. A heterosexual man and a heterosexual woman who are married to each other and a man and another man who are civil partners and woman and another woman who are civil partners all share the protected characteristic of marriage and civil partnership.*

- *People who are not married or civil partners do not have this protected characteristic*
- *A person who is engaged to be married is not married and therefore does not have this protected characteristic*
- *A divorcee or a person whose civil partnership has been dissolved is not married or in a civil partnership and therefore does not have this protected characteristic*

## Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

The Equality Act protects a pregnant woman from being discriminated against from the start of the period of becoming pregnant until the end of her maternity leave. This period of time is protected. However, it is considered to end when she returns to work after giving birth, if that take place before the end of her official maternity leave. The extent of pregnancy and maternity protection under the Equality Act applies also at the recruitment stage, where an employer must employ the best candidate for a post and not discriminate because that person is pregnant or about to take maternity leave. It is also discrimination to reject a candidate because of being likely to become pregnant (note that this would count as sex discrimination).

*A woman remains protected in her employment during the period of her pregnancy and any statutory maternity leave to which she is entitled. This is now separate from protection on grounds of sex, which is not available to a woman during pregnancy and maternity. It is unlawful to take into account an employee's period of absence due to pregnancy related illness when taking a decision about her employment.*

## Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

The Equality Act defines race meaning your colour, nationality, citizenship or ethnic background. There are many aspects to race, including ethnic and racial groups. These are also considered as protected characteristics. An individual can belong to one or many racial groups, such as British Asians and/or British Sikhs, or British Irish and/or Romany Gypsies/Irish Traveller.

*For the purposes of the Act, 'race' includes colour, nationality and ethnic or national origins.*

*People who have or share characteristics of colour, nationality or ethnic or national origins can be described as belonging to a particular racial group. Examples:*

- *Colour includes being black or white*
- *Nationality includes being a British, Australian or Swiss citizen*
- *Ethnic or national origins include being from a Roma background or of Chinese heritage*
- *A racial group could be 'black Britons' which would encompass those people who are both black and who are British citizens.*

## Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

The Equality Act says you must not be discriminated against because you are (or are not) of a particular religion or you hold (or do not hold) a particular philosophical belief. It also applies if someone thinks you are of a particular religion or hold a particular belief (discrimination by perception) and if you are connected to someone who has a religion or belief (discrimination by association). The Act also covers non-belief or a lack of religion or belief (eg you cannot be discriminated against for not holding beliefs). The Act points out that a belief must also be worthy of respect in a democratic society and not affect other people's fundamental rights.

*This covers people with religious or philosophical beliefs. To be considered a religion within the meaning of the Act, it must have a clear structure and belief system.*

*The Act includes the following examples: The Baha'i faith, Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Rastafarianism, Sikhism and Zoroastrianism.*

*To be considered a philosophical belief for the purposes of the Act, it must be:*

*genuinely held; be a belief and not an opinion or viewpoint; be a belief as to a weighty and substantial aspect of human life and behaviour; attain a certain level of cogency, seriousness, cohesion and importance; and be worthy of respect in a democratic society, compatible with human dignity and not conflict with the fundamental rights of others.*

*The Act cites, as examples of philosophical beliefs, Humanism and Atheism.*

*Adherence to a particular football team would not be a religion or belief*

*A cult involved in illegal activities would not satisfy these criteria.*

*People who are of the same religion or belief share the protected characteristic of religion or belief.*

## Sex

**A man or a woman.**

The Equality Act defines sex as meaning either male or female, or a group of people like men or boys, or women or girls. The Act protects you from discrimination that takes place because you are (or are not) a particular sex, or if someone thinks you are the opposite sex (discrimination by perception) or if you are connected to someone of a particular sex (discrimination by association).

*For the purposes of the Act, sex means being a man or a woman.*

*Men share the sex characteristic with other men and women with other women.*

## Sexual orientation

**Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.**

The Equality Act defines sexual orientation as including how you choose to express your sexual orientation, such as through your appearance or the cultural and social activities you choose, such as places you visit. The Equality Act says you must not be discriminated against because you are:

- heterosexual, gay, lesbian or bisexual.
- connected to someone who has a particular sexual orientation. This is known as discrimination by association.

*This is defined in the Act as a person's sexual orientation towards:*

- *people of the same sex as him or her (in other words the person is a gay man or a lesbian)*
- *people of the opposite sex from him or her (the person is heterosexual)*
- *people of both sexes (the person is bisexual)*

*People sharing a sexual orientation mean that they are of the same sexual orientation and therefore share the characteristic of sexual orientation.*

Croner is a private firm providing HR, employment law and health & safety services. They provide one additional aspect to sexual orientation which we believe is important to recognise: asexuality (being without sexual feelings or associations).

<https://croner.co.uk/resources/equality-discrimination/protected-characteristics/>




The act protects individuals from discrimination on the grounds of their sexual preferences. That includes any employee who is:

- bisexual
- gay
- heterosexual
- asexual

## Appendix: Equality data (January 2023)

As part of the Public Sector Equality Duty, schools are required to share information relating to any 'persons who share a relevant protected characteristic who are affected by its policies and practices.' This means broadly reporting the demographic information at your school for the protected characteristics. However, some of the characteristics apply to very small numbers (if any at all) and others don't apply to primary schools. In line with [The UK General Data Protection Regulation \(GDPR\)](#) and [DfE Equality Act 2010: advice for schools](#):

- we do not currently supply information on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation
- we have aggregated numbers in any category where there are fewer than five children

	 <b>SCHOLES</b> Scholes (Elmet) Primary School	 <b>MOORTOWN</b> Primary School	 <b>ST JAMES'</b> Church of England Primary School
<b>total number of pupils</b>	<b>340</b>	<b>211</b>	<b>125</b>
<b>Race</b>			
Arab	-	-	-
Asian and any other ethnic group	-	-	-
Any other ethnic group	-	-	-
Any other mixed background	5	-	7
Bangladeshi	-	-	-
Black and any other ethnic group	-	-	-
Black Caribbean	-	-	-
Chinese	-	6	-
Egyptian	-	-	-
Greek	-	-	-
Gypsy / Roma	-	-	-
Indian	-	49	-
Kashmiri Pakistani	-	-	-
Lebanese	-	-	-
Other Asian	-	10	-
Other Black African	-	-	-
Other Pakistani	-	29	-
Refused	-	-	-
White British	306	85	110
White Irish	-	-	-
White and any other Asian background	-	6	-
White and any other ethnic group	-	-	-
White and Black African	-	-	-
White and Black Caribbean	15	-	-
White European	-	-	-
White other	-	-	-
Aggregated numbers where there are fewer than five pupils	14	26	8
<b>religion or belief</b>			
Christian	82	32	12
Hindu	-	10	-
Jew	-	-	-
Muslim	-	51	-
No religion	250	82	95
Other religion	-	-	9
Refused	-	-	-
Sikh	-	32	-
Not specified	-	-	5
Aggregated numbers where there are fewer than five pupils	8	4	4
<b>sex</b>			
male	183	112	58
female	157	99	67



## Appendix: Equality objectives (June 2023)

Sphere Federation schools are committed to securing the principles of equality at all times. We have on-going equality objectives which include

- narrow gaps in attainment by monitoring and analysing pupil achievement by race, sex, socio-economic background and other characteristic
- act on any trends or patterns in the data that require additional support/challenge for pupils
- increase levels of parental and pupil engagement in learning and school life, across all activities, to ensure equity and fairness in access and engagement

As part of the Public Sector Equality Duty, schools are required to set equality objectives every four years. The objectives listed below are in addition to on-going objectives. We've placed the objectives under three headings which correspond to the Public Sector Equality Duty. See also the Accessibility Plan (below). The objectives, and progress towards them, are reviewed annually.

Objectives	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<b>Eliminating discrimination</b>					
More children know the protected characteristics	Implement a new long-term plan for Living and Learning which features protected characteristics even more explicitly.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Head of Federation Living and Learning leader Teachers	2022-23, with explicit reference to protected characteristics in Autumn 1	Learning conversations with children, with agreed success criteria as to children's awareness and attitudes
<p><i>Rationale:</i> There is very little discriminatory behaviour amongst pupils currently and we want to ensure this continues to be addressed so that no serious incidents take place at all. We had already planned to revise the long-term plans ready for 2022-23; learning in this area previously did happen, but more incidentally.</p> <p>June 2023 review notes: Our monitoring showed that pupils have a healthy regard for the importance of equality and more widely the fundamental British values which include respect and tolerance (understanding that we all don't share the same beliefs and values; respecting the values, ideas and beliefs of others whilst not imposing our own others) and protection of rights and the right of others. We want to continue to develop this in 2023-24 and beyond so more pupils, more of the time, can remember and name more of the protected characteristics and British values at an appropriate age-related level.</p>					
<b>Advancing equality of opportunity</b>					
Ensure recruitment procedures are fair	Undertake an analysis of recruitment data and trends with regard to race, sex and disability	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Sphere Resources Manager	Summer 1, 2021-22	Long-listing and shortlisting and final selection all evidenced clearly
<p><i>Rationale:</i> In Spring 2, 2021-22 there is an extensive recruitment process for at least one teacher in all three schools, so it is a good opportunity to review across Sphere Federation.</p> <p>June 2023 review notes: Online DfE application forms, unlike older Leeds City Council ones, do not include an equal opportunities form, meaning we can't easily/accurately conduct a comprehensive review. However, the 2021-22 teacher recruitments were moderated by other Sphere Federation senior leaders and the conclusion was that recruitment procedures are fair. Furthermore, both the 2021-22 and 2022-23 teacher recruitments involved a greater proportion of candidates than ever before to be shortlisted, meaning teaching is observed so we can be definite recruitment is based on teaching skills alone.</p>					

Efficient reviews and swift identification of individuals' core learning needs	Review and revise assessment schedule	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Subject leaders for Reading, Writing, Maths	September 2022	Heads of School report assessment schedule more efficiently identifies individual pupil need
<p><i>Rationale:</i> The assessment schedule, its links to the school improvement plans, and the assessment coordinator are new in 2021-22. It is proving effective, but needs to be more efficient so we can more readily advance equality of opportunity.</p> <p>June 2023 review notes: The changes made in 2021-22 were constructive: processes were clearer and more efficient. We continue to review and refine what we do.</p> <p>In 2022-23, where appropriate, we introduced Support Champions to work across multiple classrooms delivering additional support to children identified as falling behind with specific learning. The initiative has helped to advance equality of opportunity. There have been barriers to the successful intervention in some instances eg funding; staffing (stemming from Covid-related illnesses). During the year, how we monitor and evidence interventions for Reading, Writing and Maths has been reviewed so that we can more efficiently evaluate the support we provide and monitor the progress of pupils who are at that point the lower attaining.</p> <p>In 2023-24, we will continue to develop this aspect. The priority will be for pupils who are at the early stages of reading, regardless of their age and class.</p>					
<b>Fostering good relations</b>					
More children can talk with understanding, confidence and positivity about different religions	Revise RE long-term plan. CPD amongst teachers of RE to increase awareness of RE age-related expectations.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Head of Federation Foundation Subjects Leader RE teachers	RE long-term plan to be completed for September. CPD to take place periodically throughout 2022-23.	Learning conversations with children, with agreed success criteria as to children's awareness and attitudes
<p><i>Rationale:</i> We had already planned to revise the long-term plans ready for 2022-23; anecdotal evidence suggests there is confusion amongst pupils about religions and we believe greater subject knowledge will act as an important foundation stone on which to build positive attitudes.</p> <p>June 2023 review notes: Linking to the protected characteristic of religion and belief, RE learning conversations (Spring 2) amongst Y6 pupils in all three Sphere Federation schools evidenced positive attitudes to people with different faiths as well as showing an increasing number of pupils with a good knowledge of different religions (particularly so at St James' CE Primary where re-caps at the start of lessons are more embedded).</p> <p>One comment about sexual orientation appeared to stem from a strict and/or traditional religious point of view, passed around the playground.</p> <p>In 2023-24, we will continue to tackle sensitively but clearly misconceptions like this in assemblies and Relationships and Sex Education lessons.</p>					

## Appendix: Accessibility plan 2020-23 (July 2023 review)

Under the Equality Act 2010 all schools are required to have an accessibility plan. We include our Accessibility Plan here as it clearly links to the Equality Policy and the Equality Objectives: by making aspects of our schools more accessible, we're also having due regard to the Public Sector Equality Duty by advancing equality of opportunity.

The purpose of this plan is to show how Sphere Federation schools will continue to ensure as far as reasonably possible accessibility for pupils with particular needs.

Our schools are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Equality Act 2010:

- 👉 improving access to the curriculum for pupils with a disability
- 👉 improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 👉 improving the availability of accessible information to pupils with a disability

### **Definitions and legalities**

According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with various other school policies, strategies and documents, including the Sphere Federation Equality Policy (above), Special Educational Needs Policy; Positive Relationships Policy; School Improvement Plans; aims and ethos. The complaints procedure covers the Accessibility Plan.

### **Training**

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

### **Review and evaluation:**

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually.

**Improve access to the curriculum for pupils with a disability:  
strengths and actions achieved from previous plans**



- ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities
- ✓ Children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- ✓ 2020-21 dyslexia training to raise staff awareness
- ✓ Updated system to assess and set appropriate targets for those with SEND
- ✓ Use of extended services and AIP to support with identification of SEMH needs.
- ✓ Clear provision mapping to ensure Wave 1 (Universal) support is in place. For example: use of technology to assist recording; dyslexia friendly classrooms; visual timetables; and seating breaks.
- ✓ FFI funding secured to provide 1 to 1 support (where a child's needs meet the appropriate threshold)
- ✓ Shorter, 'non-intrusive', intervention sessions that can happen quickly and frequently



- ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities
- ✓ Children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- ✓ 2020-21 dyslexia training to raise staff awareness
- ✓ Updated system to assess and set appropriate targets for those with SEND
- ✓ Use of extended services and AIP to support with identification of SEMH needs.
- ✓ Clear provision mapping to ensure Wave 1 (Universal) support is in place. For example: use of technology to assist recording; dyslexia friendly classrooms; visual timetables; and seating breaks.
- ✓ FFI funding secured to provide 1 to 1 support (where a child's needs meet the appropriate threshold)
- ✓ Shorter, 'non-intrusive', intervention sessions that can happen quickly and frequently



- ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities
- ✓ Children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- ✓ 2020-21 dyslexia training to raise staff awareness
- ✓ Updated system to assess and set appropriate targets for those with SEND
- ✓ Use of extended services and AIP to support with identification of SEMH needs.
- ✓ Clear provision mapping to ensure Wave 1 (Universal) support is in place. For example: use of technology to assist recording; dyslexia friendly classrooms; visual timetables; and seating breaks.
- ✓ FFI funding secured to provide 1 to 1 support (where a child's needs meet the appropriate threshold)
- ✓ Phase staff and other key adults are trained to recognise and manage issues relating to specific chronic illnesses
- ✓ Professional development has enabled staff to better understand specific needs. For example, Sensory Integration Occupational Therapy
- ✓ Shorter, 'non-intrusive', intervention sessions that can happen quickly and frequently

Increase access to the curriculum for pupils with a disability: actions for 2023-26					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Continue to ensure those with SEND (special educational need or disability) have access to effective support and challenge	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Professional development around key interventions to be used as a minimum provision entitlement for those with SEND	Sphere SEND leader	Actioned and now on-going; needs further refinement and on-going evaluation for impact	All staff report awareness, and can readily discuss during pupil progress meetings
<p>June 2023 review notes: Financial challenges mean Sphere Federation schools, like many, must explore new ways of working. We are working on how we can make this an opportunity to enhance provision rather than this proving a barrier through our work around keeping up, catching up and prioritising the early stages of reading. We have explored Support Champions. In 2023-24, we aim to prioritise this in one key area: Early Reading Champion in each school working across Key Stage 2 classes with those children who remain at early stages in their reading. In 2023-24, we will continue to explore ways to support TAs, including how we can better develop their pedagogy and/or subject knowledge in areas other than Reading, Writing and Maths.</p>					
Continue to ensure awareness and understanding amongst staff for pupils who have a SEND	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Continuing professional development, which will include at least some of: Epipen, intimate care training, speech and language, ASD, dyslexia, dyspraxia	Sphere SEND leader	On-going	Sphere SENDCo leader monitors and evaluates quality of provision for pupils with SEND
<p>June 2023 review notes: We have put in place a series of CPD sessions for support staff. These have covered subject knowledge, pedagogy, and explored various SEND conditions. In 2023-24, we aim to develop understanding around adaptive teaching and even greater effectiveness and impact. In 2023-24, we plan to establish a SEND team to provide even greater support in each Sphere Federation school.</p>					
Speech and language therapy (SaLT) continues to be a significant need; Covid lockdowns have exacerbated the issues. Effective speech and language therapy (SaLT) means children who need additional support in this area can access and therefore make progress	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review current SaLT contract and provision	Sphere SEND leader	Review each year	SaLT reports  Teacher assessments
<p>June 2023 review notes: In 2022-23, we reviewed contracts with the external provider. In 2023-24, we will conduct some work to quality assure the new provision.</p>					

**Improve and maintain access to the physical environment:  
strengths and actions achieved from previous plans**



**ST JAMES'**  
Church of England  
Primary School

- ✓ Disabled parking spaces are available
- ✓ School is wheelchair friendly and all areas are on same level (doors are wide enough to allow a motorised wheelchair)



**MOORTOWN**  
Primary School

- ✓ Easy access toilet facilities are available for adults and children
- ✓ New modular building for Y5,6 pupils complies with legislation and guidance
- ✓ Extended school grounds mean children at playtimes have more space to play more safely



**SCHOLES**  
Scholes (Elmet)  
Primary School

- ✓ Easy access toilet facilities are available for adults and children
- ✓ School is wheelchair friendly and all areas are on same level (doors are wide enough to allow a motorised wheelchair)
- ✓ All classrooms are carpeted which improves accessibility for those with hearing impairment

Improve and maintain access to the physical environment: actions for 2023-26					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure accessibility for all pupils	St James' CE Primary	Monitoring of classrooms to check they are organised to promote the participation and independence of all eg resources are available to access	Head of Federation	2020-21	Actioned and any recommendations are put in place
June 2023 review notes: 2022-23 and 2023-24 continue to see the number of pupils at St James' CE Primary grow. Alongside this, we need to develop the school site in terms of rooms and other learning spaces whilst facing financial restrictions common to many schools. IN 2023-24, we will take all reasonable actions to accommodate the needs of individuals.					
Ensure accessibility for all pupils	St James' CE Primary	Review the playground provision to ensure it meets the needs of pupils with disabilities	Head of Federation	2023-24	Actioned and in use
June 2023 review notes: There are no accessibility issues at St James' CE Primary; we will continue to monitor as new children arrive who may have specific accessibility needs.					
Develop school grounds using gifted land in a way that develops accessibility for all	Moortown Primary	Continue to explore ways to develop grounds, being mindful of accessibility	Resources Management	On-going	Actioned and in use
June 2023 review notes: Much work was carried out in 2022-23, meaning The Green is almost ready for use. Some final clearing of the site or tree roots and some litter is needed for safeguarding reasons.					
Ensure pupil / parent can access school easily	Scholes (Elmet) Primary	Create dedicated disabled parking space	Resources Management	2023-24	Actioned
June 2023 review notes: No action has been taken on this so far; it is due to be completed in 2023-24.					

**Improve availability of accessible information to pupils with a disability:  
strengths and actions achieved from previous plans**



**ST JAMES'**  
Church of England  
Primary School

- ✓ Protected characteristics feature within the PSHE (Living and Learning) curriculum
- ✓ Updated website follows web accessibility guidelines in terms of navigation, headings, images, colours etc
- ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- ✓ Coloured overlays / paper used by some children
- ✓ Handwriting scheme used in school is dyslexia-friendly



**MOORTOWN**  
Primary School

- ✓ Protected characteristics feature within the PSHE (Living and Learning) curriculum
- ✓ Updated website follows web accessibility guidelines in terms of navigation, headings, images, colours etc
- ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- ✓ Coloured overlays used by some children
- ✓ Handwriting scheme used in school is dyslexia-friendly
- ✓ Interpreters have been used to support families with English as an additional language (EAL)



**SCHOLES**  
Scholes (Elmet)  
Primary School

- ✓ Protected characteristics feature within the PSHE (Living and Learning) curriculum
- ✓ Updated website follows web accessibility guidelines in terms of navigation, headings, images, colours etc
- ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- ✓ Coloured overlays used by some children
- ✓ Handwriting scheme used in school is dyslexia-friendly



Improve availability of accessible information to pupils with a disability: actions for 2023-26					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Monitor quality of communication	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review parent/carer feedback about quality of communication; take any appropriate actions	Head of Federation	July 2023	School improvement plans will include any appropriate actions, planned out
June 2023 review notes: 2022 annual survey of parents and carers did not raise any significant issues around communication.					
Continue to raise awareness of protected characteristics	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Display of the characteristics	Head of School	On-going	Pupil interviews
		Head of School lead at least one dedicated assembly (St James' CE: collective worship) every year, and refer in other aspects			
		Repeat CPD on the protected characteristics for increased awareness; improved understanding; skills in communicating	Head of Federation	2023-24	Staff feedback
June 2023 review notes: 2022-23 monitoring shows that pupils have a healthy regard for the importance of equality and more widely the fundamental British values which include respect and tolerance (understanding that we all don't share the same beliefs and values; respecting the values, ideas and beliefs of others whilst not imposing our own others) and protection of rights and the right of others. In 2023-24, we want to continue to develop this so more pupils, more of the time, can remember and name more of the protected characteristics and British values at an appropriate age-related level.					
Positive language to be used	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Not directly impacting on written information to pupils, but to all communications to all stakeholders: people-first language to be used	HoF	On-going	Awareness and informal monitoring in discussions
June 2023 review notes: We continue to develop this but also note the preference and reasoning behind 'autistic person' (identity first language) rather than 'person with autism'.					