

Larkspur Community Primary School



ACCESSIBILITY PLAN – Part 1 Equality, Diversity & Community Cohesion Policy

Staff responsible: [Mrs M Liddle, Head Teacher](#)

Date: November 2022

Review: November 2025



Larkspur Primary School

Equality, Diversity & Community Cohesion Policy



Introduction:

Larkspur Primary school is a welcoming and caring school in an area with high levels of adult unemployment and social disadvantage. Our whole school ethos is based on valuing and respecting every individual. We aim to provide a safe, secure and happy environment which is free from bullying, harassment and prejudice to enable everyone to reach their full potential. We are committed to providing social inclusion and equality of opportunity for all.

Our understanding of equality of opportunity:

Equal opportunities are, above all, about equality of access. We consequently aim to create a school community characterised by fairness and justice. Equal Opportunities is also about celebrating diversity within the school and the wider community thereby ensuring that individuals and groups can develop in the ways they choose.

Most commonly, then, equal opportunity has something to do with everyone having the same chance to develop themselves to their full potential. Factors such as age, disability, gender, marital status, race, religion, sexual orientation and socio-economic background should not dictate an individual's opportunities.

Equal opportunities are about maximising the potential of all the members of our school community irrespective of their socio-economic or cultural background. Equality of opportunity allows us to make life choices and to develop talents thereby ensuring no one is disadvantaged or discriminated against.

Equal opportunities are entrenched in everything we do and should be addressed and embraced by everyone.

Aims and objectives:

As a result of this policy we will:

- ensure that all members of the school community feel safe, secure and happy
- ensure that equality of access to all aspects of school life exists for everyone
- actively develop the self-esteem and the self-respect of all members of the school community
- ensure that educational provision is relevant and accessible to our increasingly diverse society
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- ensure that the curriculum actively promotes equality of opportunity regardless of age, disability, gender, race, religion and belief, and sexuality
- actively engage the support and the commitment of the whole school community in achieving the above aims.

Relevant legislation and best practice advice:

□

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:

- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1985 Swann Report into the Education of Minority Ethnic Children □ 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relations (Amendment) Act
- 2000 Learning for All, published by the Commission for Racial Equality
- 2001 Special Educational Needs and Disability Act
- 2001 Special Needs Code of Practice
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations
- 2005 Disability Discrimination Act
- 2006 Equality Act
- 2006 Employment Equality (Age) Regulations
- 2008 QCA Curriculum Guidance for the Foundation Stage
- 2010 Equality Act
- Guidance on Social Inclusion (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and re-integration).

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- have the opportunity to access all the facilities and the resources available within the school
- have a fully integrated education alongside other pupils
- be given, if necessary, additional support to ensure that they fulfil their potential
- be provided with an education appropriate to their age, aptitude and ability
- have access to the same broad, balanced and relevant curriculum as other pupils

As a school we will ensure that:

- detailed records are kept of the academic progress being made by pupils with disabilities/ special needs/learning difficulties
- staff work in partnership with parents and carers to ensure that pupils with disabilities/special needs/learning difficulties benefit fully from their time spent in school
- resources are targeted and utilised to ensure pupils with disabilities/special needs/learning difficulties fulfil their potential
- early intervention, target setting and regular monitoring of pupils with disabilities/special needs/learning difficulties is routine practice
- appropriate use is made of local authority support services to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential
- the early identification of pupils with emotional and behavioural difficulties takes place. Moreover, we will take appropriate action to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

For further information and reference, please see guidelines in the following documents: □
Disability Equality scheme, Inclusion Policy and Gifted and Talented Policy.

□ Also see **Appendix 1.**

Guidelines, Gender:

- Registers will not separate boys from girls because pupils will be listed alphabetically
- All pupils will have equal access to all curricular opportunities and activities
- We expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between boys and girls does not continue to increase
- All pupils will be expected to work together in a constructive and positive manner

Staff will ensure that boys do not dominate such things as the playground, the climbing apparatus, the construction toys or the computers, and that girls do not dominate such things as the home corner or the dressing-up clothes

- New resources will be vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship
- Pupils will be discouraged from using sexist language and commended when they challenge such language
- We expect exactly the same standards of tidiness and politeness from boys as from girls.

For further information and reference, please see guidelines in the following documents:

- Gender Equality Scheme, Inclusion Policy and Equal Opportunity Policy.
- Also see **Appendix 2.**

Guidelines, Race:

- When appropriate, the curriculum will celebrate cultural diversity and promote racial harmony
- When appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share in common as well as things that make us different and special
- Every year, lessons and activities will be arranged linked to a variety of festivals reflecting our diverse society
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Accurate information will be kept about the ethnic origin, first language and religion of all pupils
- The school will display a posters in different languages
- The dietary needs of all pupils will be met
- Members of all cultural and ethnic groups will be welcomed and valued
- Racist incidents will be dealt with in an effective and consistent manner
- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality
- A race equality file will be assembled which includes all the relevant policies and guidelines; examples of lessons which address race equality issues; relevant articles from magazines; and photographs of activities, visits or visitors reflecting cultural or racial diversity.

For further information and reference, please see guidelines in the following documents:

- Race Equality Scheme, Race Equality Policy, EAL policy, Inclusion Policy and Equal Opportunity Policy.
- Also see **Appendix 3.**

Guidelines, Age, Belief, Religion and Sexuality:

- All pupils will be expected to work together in a constructive and positive manner
- Pupils will be discouraged from using ageist and homophobic language, and language that makes fun of people because of their religion or beliefs. Pupils will be commended

when they challenge such language and will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality

- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential
Lessons will be used to value and celebrate diversity whether that diversity is based on age, belief, religion or sexuality
- Pupils will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- New resources will portray people of all ages, beliefs and religions in ways which are positive and non-stereotypical
- All pupils will be able to dress and to worship in ways which do not conflict with the religious conventions of the home
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner
- The dietary needs of all pupils will be met and fasting for religious reasons will be respected
- The celebrations of important religious events such as Eid will be respected
- As a school we are committed to the early identification of pupils with emotional and behavioural difficulties, and we will take appropriate actions to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

All pupils, irrespective of age, belief, religion or sexuality:

- will have access to the same broad, balanced and relevant curriculum
- will have access to all the facilities and the resources available within the school
- will be involved in decisions made about their care and education
- will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

For further information and reference, please see guidelines in the following documents:

- Race Equality Scheme, Race Equality Policy, EAL policy, SRE Policy, RE Policy, Community Cohesion Policy, Inclusion Policy and Equal Opportunity Policy. □ Also see **Appendix 4.**

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- In relation to the three protected characteristics above, parents, carers, visitors, members of staff and all others associated with the school can rest assured that discrimination will not occur, and that people's rights as defined in legislation relating to the characteristics will be respected
- Where appropriate, opportunities will be provided for pupils to learn about, and to discuss, matters to do with gender reassignment, civil partnership and marriage, and pregnancy and maternity
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity

□

- All people will be welcomed and valued no matter their personal circumstances, their marital status, whether in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking, or having undertaken, gender reassignment
- Appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity.

For further information and reference, please see guidelines in the following documents:

- PSHCE Policy, Inclusion Policy and Equal Opportunity Policy.

Guidelines, Socio-Economic Background:

- The school already engages in various practices designed to ensure that pupils from disadvantaged financial circumstances do not miss out on activities, events, trips or visits undertaken by pupils from more secure financial backgrounds, and such practices will be persisted with in the interests of equality, diversity and community cohesion. More specifically:
- The school will raise the aspirations of all pupils, including those from the most disadvantaged financial circumstances.
- The school will do all it possibly can to help pupils from disadvantaged financial circumstances fulfil their potential.
- Where appropriate, the school will subsidise trips, residential visits, visits to museums and/or concerts and/or pantomimes, etc. to ensure that pupils from disadvantaged financial backgrounds do not miss out on social, cultural and educational experiences which are part of every pupil's entitlement to the same broad and balanced curriculum.

For further information and reference, please see guidelines in the following documents:

- Inclusion Policy and Equal Opportunity Policy.

Guidelines, Community Cohesion

The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion within the school itself as well as locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds, and promoting positive relationships in the school and local neighbourhood. We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and to draw people together from different social backgrounds.

For further information and reference, please see guidelines in the following documents:

- Inclusion Policy and Equal Opportunity Policy.
- Also see **Appendix 5**.

Guidelines, on Understanding and Dealing with Issues Relating to Parental Responsibility

School and local authority staff must treat all parents equally, unless there is a Court order limiting an individual's exercise of parental responsibility. Everyone who is a parent, as defined under education law (whether they are the resident parent or not, with or without parental responsibility has a right to participate in decisions about a child's

education and receive information about the child (even though, for day-to-day purposes, the school's main contact is likely to be a parent with whom the child lives on school days).

Individuals who have parental responsibility for, or care of, a child have the same rights as natural parents; for example:

- to receive information, e.g. pupil reports;
- to participate in statutory activities; e.g. vote in elections for parent governors;
- to be asked to give consent; e.g. to the child taking part in school trips; medical treatment
- to be informed about meetings involving the child; e.g. a governors' meeting on the child's exclusion.

The school follows procedures recommended in the Department for Education guidance for understanding and dealing with issues relating to parental responsibility (January 2016).

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

Monitoring and Evaluation:

Staff and Governors will monitor the Equality, Diversity & Community Cohesion Policy once a year. Four years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice advice (**Appendix 6**).

Date the policy was revised: March 2018

Date the policy will be evaluated: March 2022

Person responsible for Equality, Diversity & Community Cohesion:

Mrs M Liddle Head

Teacher **Check**

list for school

staff and

governors:

disability

☐ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

☐ Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?

☐ Are pupils with disabilities encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

☐ Is bullying and harassment of pupils and staff with disabilities monitored, and is this information used to make a positive difference?

☐ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

☐ Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?

☐ Is the school environment as accessible as possible to all pupils, staff and visitors? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☐ Are all parents and carers encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

Appendix 1

☐ Is information available to parents, visitors, pupils and staff in formats which are accessible, if required? Is everyone aware of the formats that can be used?

☐ Are procedures for the election of parent governors open to candidates and voters who are disabled?

Check list for school staff and governors: gender

☐ Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?

☐ Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action?

☐ Are pupils of both sexes encouraged to participate fully in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

☐ Are pupils of both sexes given the same opportunities to participate in physical activity, both in and out of school hours?

☐ Is sexist bullying and harassment of pupils monitored, and is this information used to make a positive difference?

☐ Are gender stereotypes actively challenged in both the classroom and the playground?

☐ Are pupils encouraged to consider career paths/occupations that are not gender stereotyped?

Appendix 2

☐ Is the school environment as accessible and welcoming as possible to visitors of both sexes (e.g. is it accessible to visitors with pushchairs)? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☐ Are parents of both sexes encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☐ Is the governing body representative of the pupils, staff and local community that it serves?

Check list for school staff and governors: race

☐ Is information collected on ethnicity/race with regards to both pupils and staff? Is this information used to improve the provision of services?

☐ Is pupil achievement monitored by ethnicity/race? Are there trends or patterns in the data that may require additional action?

☐ Are pupils of all ethnic/racial backgrounds encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

☐ Is racist bullying and harassment of pupils and staff monitored, and is this information used to make a positive difference?

☐ Are minority ethnic groups portrayed positively in school books, displays and discussions such as circle time and class assemblies?

☐

Appendix 3

Does the school take part in annual events such as Holocaust Memorial Day and the Show Racism the Red Card poster and poetry competition to raise awareness of ethnic/racial diversity?

☐ Is the school environment as accessible as possible to all pupils, staff and visitors? Are open evenings and other events which parents or carers attend held in an accessible part of the school and at times convenient to all groups in the wider community?

☐ Are all parents and carers encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☐ Is information available to parents, visitors, pupils and staff in formats which are accessible, if required? Is everyone aware of the formats that can be used?

☐ Are procedures for the election of parent governors fully understood by candidates and voters who are from minority ethnic backgrounds?

Check list for school staff and governors: age, religion and belief, sexuality

☐ Is information collected on age, religion and belief (and, where appropriate/if possible, sexuality) with regards to both pupils and staff? Is this information used to improve the provision of services?

☐ Is pupil achievement monitored by age, religion and belief? Are there trends or patterns in the data that may require additional action?

☐ Are pupils, irrespective of age, religion or belief, encouraged to participate fully in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

☐ Are pupils, irrespective of age, religion or belief, given the same opportunities to participate in physical activity, both in and out of school hours?

Appendix 4

☐ Is the bullying and harassment of pupils based on age, religion, belief and sexuality monitored, and is this information used to make a positive difference?

☐ Are stereotypes based on age, religion, belief and sexuality actively challenged in both the classroom and the playground?

☐ Do resources and displays portray people in a positive and non-stereotypical manner, no matter their age, religion, belief or sexuality?

☐ Are pupils encouraged to consider career paths/occupations that are not stereotyped?

☐ Is the school environment as accessible and welcoming as possible to visitors, no matter their background or family circumstances (e.g. is it accessible to visitors with pushchairs)? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☐ Are all parents and carers encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☐ Is the governing body representative of the local community that it serves, especially in terms of age, religion, belief and sexuality?

Appendix 5

Community Cohesion

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'
- There is a commitment to equality and social justice
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities
- People have similar life opportunities, irrespective of background
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels
- Strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- Close the attainment and achievement gap between different groups of people
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and inequality
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF Guidance on the duty to promote community cohesion suggests that a school's contribution to community cohesion relates, above all, to:

- **Relationships and ethos** – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying.
- **Teaching, learning and the curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally.

In order to achieve a **cohesive community**, we recognise that we need to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community

- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum address issues of diversity.

Appendix 6

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed (from the DCSF Sample Equalities Policy)

Aspect / Principle	Disability	Ethnicity	Gender
1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
3. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or are there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or are there tensions or disrespect, perhaps expressed through sexual harassment?
4. Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, what-ever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
5. Positive impact on equality	Do our policies help to reduce and remove inequalities between dis-abled and nondisabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?

6. Consultation, involvement and accountability	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of dis-abled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?
7. Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?