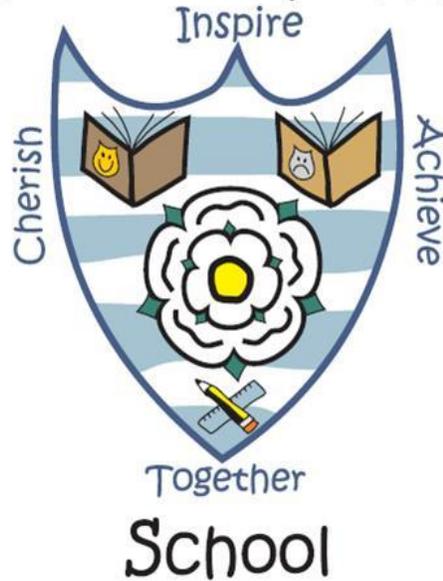


Birkwood Primary



# **EQUAL OPPORTUNITIES** (including British Values & Access Policy and Plan) **POLICY**

**DECEMBER 2021**

## Our Vision

*At Birkwood Primary School, the happiness and well being of our children is paramount and we hope to instil in them a life-long love of learning and respect for both themselves and others.*

*We aim to inspire our children by providing a curriculum that is creative, that responds and enables children to lead their own learning; that equips them with the skills required for the 21<sup>st</sup> Century, for example, problem solving, higher order thinking skills, team work and co-operation.*

*We aim to cherish our children by trying to look after and respect each other at all times. We aim to provide a caring environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.*

*We aim for our children to achieve the best that they can, by challenging and supporting them. The progress in all key stages will reflect the commitment of our teaching and support staff who will work hard to achieve high standards in behaviour and achievement in all areas of the curriculum.*

*We will be creative and flexible in providing a positive approach to learning in a safe, stable and exciting environment that will nurture each child's individual needs. We want our school to be a welcoming, caring and safe place, a family community working in harmony.*

*Our motto is:*

***'Inspire, Cherish Achieve together.'***

### Overview

It is the policy of Birkwood Primary School to promote equity and diversity in all areas of our life and work. We will not tolerate discrimination on unlawful or unfair grounds. All will be treated equally and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning. This is embodied in our school prayer:

*Thank you God our Father, for our school and all the people in it.  
Help us to make it a happy and safe place to be where people look after and respect each other at all times. Amen*

### Aims

Birkwood Primary School will play its part in helping all learners to become members of a welcoming and cohesive community to fit them for life in the UK whose population has an increasingly rich diversity of backgrounds, origins, beliefs, faiths and cultures.

We will work towards a society in which there is a common vision and a sense of belonging by all communities. A society in which the diversity of people's backgrounds and circumstances is appreciated and valued. A society in which similar life opportunities are available to all and strong and positive relationships exist and continue to develop in the workplace, in schools and in the wider community.

We aim:

- To serve the needs of the school/local community
- To be an active part of the community within which the school is located (Cudworth, Barnsley and Yorkshire)
- To be aware of our place in the UK community

- To be aware of the place of the UK in the global community

### **Legal duties**

We will comply with the duties under the Equality Act 2010:

*'Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.'*

### **Guiding principles**

In fulfilling the legal obligations we are guided by seven principles:

#### **Principle 1: All learners are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or orientation

#### **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, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and celebrated
- gender, so that the different needs and experiences are recognised

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

Our policies, procedures and activities promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- mutual respect and good relations and an absence of sexual harassment

#### **Principle 4: Staff recruitment, retention and development**

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

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender

#### **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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- and gender

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 5 principles.

## **Ethos and organisation**

Our School Vision reinforces the following statements:

- (i) The school is seen as a learning community and that strong links are further developed in the wider community.
- (ii) All children fulfil their learning potential and achieve a high level of attainment through providing the opportunity for independence and creativity.
- (iii) Children leave Birkwood Primary School with positive values and prepared to be good citizens. They demonstrate care and respect for each other and are well behaved.
- (iv) Together we create a purposeful, happy and safe environment in school.
- (v) There are high expectations from all, staff, governors, parents/carers, children and the community so that children can pursue their ambitions and leave with high aspirations.

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

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community.

## **Strategy:**

- a) The school will contribute to promoting community cohesion by developing its teaching, learning and curriculum to help children learn to understand others, to value diversity, whilst also promoting shared British Values.
- b) This school will promote awareness of human rights as a UNICEF Rights Respecting School (Silver). All will apply and defend them.
- c) We will develop the skills of participation and responsible action necessary for living together as citizens of the United Kingdom.
- d) We will promote equity and excellence to ensure equal opportunities for all to succeed and do well.
- e) We will provide access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- f) We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including where appropriate, links with different schools and communities.
- g) Where we can, we will offer access to provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

## **Roles and responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- a. promote an inclusive and collaborative ethos in their classroom and within the school and community
- b. deal with any prejudice-related incidents that may occur
- c. identify and challenge bias and stereotyping in the curriculum
- d. support pupils in their class for whom English is an additional language
- e. keep up-to-date with equalities legislation relevant to their work

**The Equality Act 2010** makes it unlawful to discriminate, harass or victimise a pupil or potential pupil:

- in relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment.

*The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.*

### **Promotion of Fundamental British Values:**

#### **Tolerance, the Rule of Law, Freedom of Expression, Community and Equality**

In addition, the DfE have reinforced the need

*‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. British values are not something that are fixed or even something that is necessarily uniquely British.

Children are encouraged to:

- Respect and obey the law – to recognise, what is fair and unfair and what is right and wrong
- Respect the rights of others, including their right to their own opinions
- Freedom of expression and Equality are a right
- Treat others with tolerance, fairness and respect, dealing with feelings in a positive way
- Look after themselves and their family – keeping healthy and safe
- Look after the community in which they live

### **Democracy**

Birkwood is a democratic school. We encourage all children to contribute to decision making and value their opinion. Each year children discuss their class and school rules, and the rights associated with these. Children have the opportunity to apply for positions within school eg School Councillors, Playground Leaders, classroom monitors etc.

Children have many opportunities to work collaboratively and have their voices heard. We have a School Council which meets regularly to discuss issues raised in class discussions. Two Council members for each class (Years 3 – 6) are voted in by their class peers every year.

Children have an opportunity to share their opinions through Pupil Interviews, Pupil Questionnaires and taking active roles within school.

### **The Rule of Law**

The importance of Laws, whether those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. In addition, Year 6 children visit Crucial Crew visit and learn practically about law enforcement and its importance.



# Access Plan

Target Area	Target	Activity	Target Date	Resource Implications	Monitoring/Evaluation
<b>Physical Access to School Building</b>	<ol style="list-style-type: none"> <li>1. Ensure wheelchair access if required.</li> <li>2. To monitor the ease of access for those with physical difficulties.</li> <li>3. To provide for those with hearing and visual impairments.</li> <li>4. To ensure pupils who are unable to attend due to medical reason can maintain their education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consult with users to check if any issues</li> <li>2. Consult with those who have physical disabilities to check access points are suitable.</li> <li>3. Liaise closely with BESST services to ensure the school is meeting the needs of those with visual and hearing impairments and put in appropriate action.</li> <li>4. Liaise closely with hospital tutoring provision to ensure education provision in place.</li> <li>5. Care plans in place where appropriate.</li> </ol>	<p>When appropriate</p> <p>When appropriate</p> <p>When appropriate</p> <p>When appropriate</p>	<p>Dependent on support required. Interpreter if required for meetings.</p>	<p>DW to consult with wheelchair users if appropriate Consultation with those with impairments</p> <p>Pupil progress Feedback from BESST</p> <p>Hospital correspondence on lessons attended and performance of pupils.</p>
<b>Curriculum Access</b>	<ol style="list-style-type: none"> <li>1. To monitor and ensure differentiation within the curriculum.</li> <li>2. To organise classrooms optimally to promote participation and independence of all pupils.</li> <li>3. To be responsive to children's curricular needs and provide suitable support programmes and effective use of support staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe teaching and provide feedback areas for development; provide appropriate resources for differentiation.</li> <li>2. Continue to raise awareness of needs through staff training and provide staff with feedback on how to develop independence and access.</li> <li>3. Identify those children who need support and put in place programmes of work and intervention strategies; review on a termly basis.</li> </ol>	<p>On-going</p> <p>On-going and where necessary</p> <p>Termly</p>	<p>Release time for Deputy when required</p> <p>Staff meeting time and training, e.g. ASD Friendly Classrooms</p> <p>Use of support staff</p>	<p>Headteacher, Deputy and Inclusion Leader monitoring of lessons through observation both formal and informal and IEPs if in place.</p> <p>Staff feedback from courses and observation of classrooms</p> <p>Termly data monitoring by Head teacher, Deputy, Inclusion Leader. Monitoring of interventions by Inclusion Leader</p>

	<p>4. To identify any barriers to learning and observe patterns of participating; set priorities for action if required.</p> <p>5. To develop a flexible timetable for those with disabilities, including allowing extra time for completion of activities.</p> <p>6. To ensure access to extended school activities and school trips.</p> <p>7. Put in place support networks to further improve the opportunities for those that are disabled.</p> <p>8. To provide appropriate ICT support</p>	<p>4. Observation and feedback by staff and data analysis to identify barriers. Then put in place physical resources if required or programmes of support.</p> <p>5. Staff training on awareness and flexibility required supported by advice from pupils, parents and BESST</p> <p>6. Ensure visits, including residential, are inclusive.</p> <p>7. Use peer support and mentors to aid access for those that require it e.g. circle of friends, learning partners.</p> <p>8. Provision of modified keyboard, voice recognition software, etc as necessary</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>Ongoing, where necessary</p>	<p>Dependent on needs</p> <p>Possible additional costs e.g. seating near the front at theatre, additional staffing for trips/residentials.</p> <p>Curriculum organisation and planning</p>	<p>Monitoring of interventions by Inclusion Leader.</p> <p>Feedback from parents/carers and pupils on how the school is accommodating the child's needs; Review meetings.</p> <p>Feedback from staff and pupils, monitor participation at After School activities/ reason for non attendance is not one due to of lack of access.</p> <p>Observation and feedback from pupil, parents/carers, peers and staff, Inclusion services, Annual reviews.</p>
<b>Delivery of Written Information</b>	<p>1. To make available written material in alternative formats for pupils.</p> <p>2. To provide specialist equipment to individual pupils according to their needs.</p> <p>3. Work in close partnership with parents/carers.</p>	<p>1. Enlarge or translate materials on request. Use pictorial prompts and support material eg different coloured paper.</p> <p>2. On an individual basis, purchase or rent appropriate equipment according to need based on advice from external professionals and requirements from Educational Health and Care Plans.</p> <p>3. Share written information with parents/carers and discuss most effective way for child to access information.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>On going</p>	<p>£50</p> <p>Varied according to resource</p> <p>Staff/Parent time</p>	<p>DW to ensure provision and staff to monitor the accessibility of written information for children to access learning.</p> <p>SENDCo to identify needs and evaluate effect of provision</p> <p>DW to monitor impact from parental and staff feedback. SENDco meetings, EHA process.</p>

