



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

<h3>Equal Opportunities Policy (inc. Gender, Race & Disability Equality)</h3>

Date Approved	Feb 2019
Date for Review* <small>(*subject to any relevant changes in legislation or other appropriate guidelines)</small>	February 2022
Policy Last Revised	February 2019
Author	Head Teacher
Delegated Responsibility	Foundation Governors

Approved by:	G Freeman
	G Freeman
	on behalf of the Foundation Governors
Date received by FGB	

Action Plans updated Oct 20

Mission Statement

Psalm 147:4 God counts the stars and calls them all by name

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values.

We believe that we can only hope to realise this if we properly allow for equal opportunities.

Our aims for the children at St Michael & All Angels:

- Promote a Christian ethos within our caring supportive environment.
- Create and inspire confident, resilient, independent learners.
- Promote respect for themselves, each other and the wider community.
- Encourage and develop enquiring minds.
- Expect high standards of behaviour and work.
- Value all children's individuality and celebrate their successes.
- Create a nurturing environment where children are motivated to achieve their best.

Aims of the Equal Opportunities Policy

It is the aim of the school to:

- a) Provide equal educational opportunities for all children.
- b) Counter discrimination based on class, gender, race or disability.
- c) Promote mutual understanding, tolerance and respect among pupils of all backgrounds.
- d) Monitor and evaluate this policy and effect appropriate change as and when necessary.

Statements of Principle

- a) Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in this school.
- b) Every pupil and teacher endeavours to further this objective by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals.
- c) The primary objective of this school is, therefore, to educate, develop and prepare all our pupils, whatever their sex, colour, origin or ability, for life in Britain.
- d) All staff practice an equal opportunities philosophy.
- e) The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
- f) The school is committed to emphasising the common elements and values of different cultures rather than highlighting conflicting areas.

- g) The school is committed to encouraging all our children to value, respect and celebrate cultural and faith diversities.

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be.

The Need for an Equal Opportunities Policy

We believe that our Equal Opportunities Policy should extend to all pupils, staff (teaching and non-teaching), parents, visitors and contractors to our school.

Staff

An effective opportunities policy enables employers to ensure, as far as possible, that they do not practice unlawful direct or indirect discrimination and that they make the best use of their existing and potential work force. An equal opportunities policy and programme enables employers to develop good employment practices in respect of all employees regardless of their sex. An effectively monitored equal opportunities policy enables employers to identify groups, which are under-represented in certain jobs or sections, to assess the reasons for this and, where appropriate, to make use of the relevant Acts for positive action.

Pupils

The policy should ensure that:

- All pupils have equal access to the whole curriculum.
- All information provided for parents clearly states that all subjects and facilities are equally available to all.
- The issue of stereotyping will be brought to pupils' attention and that teaching materials do not reinforce stereotypes.
- Equality of opportunity permeates the whole curriculum and is regularly reviewed.

What is 'Equal Opportunities'?

Ensuring that people are not treated in a prejudicial way because of disability, race, religion, age, gender or sexual orientation.

Respect for all human beings implies opportunities for all. Race, sex, disability and age may in the past have been commonly used to segregate and differentiate between individuals. Such action denies equality of opportunity. We must become cognisant of and respond to the deprivation that such action has brought about. Part of this response must be the awareness, for example, of the multi-racial nature of British society. Rather than indifferent acceptance, it is important to make a positive response towards it. This richness and diversity of culture and experience that we now enjoy is our heritage, providing a unique opportunity to share in and understand the ways of others and their various responses to life.

Discrimination inevitably affects everyone as it is embedded in our society and influences daily interactions, attitudes and expectations. The process of acquiring and practicing such attitudes is subtle and largely unconscious. It is often only extreme behaviour, which is perceived as unacceptable. The strength of discriminatory messages in what occurs informally and subconsciously in schools dictates that tackling the problem must be the responsibility of all. All members of the education service need to play a part. Passive support for or lip service to the notion of equal opportunities is not sufficient to challenge stereotyping and all forms of discrimination in society at any level.

It is the staff of educational establishments who must give the lead to pupils if our future society is to avoid division and strife. All forms of discrimination are socially divisive and

hinder individual development.

Schools are not only places of learning but also places of employment. Equality of opportunity is important for staff as well as pupils. Genuine equality of opportunity will not be achieved by mere compliance with the relevant legislation. It can be achieved only if those concerned have the will to formulate equal opportunities policies that are fully implemented, carefully monitored and reviewed.

The school is committed to the following:

- a) The policy of the school is to maintain an organisation and management structure, which is value free in terms of gender, ethnic origin, and sexual orientation. This applies to both staff and pupils.
- b) The organisation will be non-discriminating in terms of pupil selection for activities and groupings of pupils.
- c) Programmes of work shall reflect the individual assessment of needs and preferences. Inherent in this is the recognition and acceptance of individual differences.
- d) Teaching methods and resources shall reflect the flexibility of approach necessary to meet individual needs.

Equal Opportunities - Gender

We aim, within St Michael & All Angels to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices - in particular those relating to gender - do not prevent any child from reaching their potential. We recognise that a child's self perception can be influenced by his/her environment and so we aim to enhance our children's self esteem and confidence by positively working to reduce any gender bias and promoting equality of opportunity.

At the same time we are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, peer groups and the media.

Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and Attainment Targets for the National Curriculum subjects; other subject areas currently outside the National Curriculum and areas such as extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles.
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias.
- Teacher time, attention and all resources are given equally to boys and girls.
- All children are encouraged to work and play freely with others of both sexes.
- Opportunities are given for children to work with teaching and non-teaching staff of both sexes.

Teaching and other groupings such as assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

- Discipline procedures - notably rewards and sanctions are the same for both sexes.
- Our school uniform policy reflects equality of opportunity for all children.
- Children and all staff are encouraged to value each other and build up and maintain co-operative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

Any differences involving gender, which arise inside or outside the classroom, are dealt with sensitively and are discussed with the children.

All teaching and non-teaching posts are not sex specific. Both men and women are encouraged to teach all age groups and each Key Stage. All staff have equal access to In Service training and posts of responsibility. All members of staff regularly review practices and approaches involving equal opportunity in terms of gender issues.

Equal Opportunities - Race

We aim, within St Michael & All Angels to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices - in particular those relating to race - do not prevent any child from reaching their potential.

We recognise that a child's self perception can be influenced by his/her environment and so we aim to enhance our children's self esteem and self confidence by positively working to reduce any race bias and promoting equality of opportunity.

We aim to prepare all children for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.

To do this we must ensure that:

- a) Each person retains the security and self-confidence deriving from her/his own culture while furthering her/his ability to participate fully in the community as a whole.
- b) Groups achieve recognition of their identity as valued elements within diverse but mutually supportive society.
- c) We recognise that racism affects everyone by preventing the individual's full development and to acknowledge that tackling racism is everyone's responsibility.
- d) We provide for all the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background.
- e) The learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture.
- f) To raise the achievement and attainment levels of ethnic minority learners in all areas of the curriculum.
- g) To monitor and evaluate this policy and effect appropriate changes as and when necessary.
- h) To promote a positive ethos based on values such as respect, empathy and understanding which contribute to racial harmony, justice, equity and equality.
- i) All staff have access to Equal Opportunities training.
- j) Display work within the school should actively promote race equality.

Equal Opportunities - Disability

We aim within St Michael & All Angels to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices - in particular those relating to disability - do not prevent any child from reaching their potential.

We recognise that a child's self perception can be influenced by his/her environment and so we aim to enhance our children's self esteem and self confidence by positively working to reduce any disability bias and promoting equality of opportunity.

The children at St Michael & All Angels are a very welcoming group of children. We sometimes receive children into the school at different times of the school year. With the expertise of staff and the welcome extended from the children, new pupils acclimatise quickly. Pupils are fully integrated into classes and we have a number of children with special needs. The children are encouraged to accept the many differences children have and support those children in need.

Equal Opportunities in Action

Admission

The schools admission policy does not permit sex, race, colour or disability to be used as a criteria for admission.

Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, hall, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Pupils

All incidents are referred to the Head Teacher and consideration is given to involving the parents. Parents should be aware of the school's commitment to equal opportunities.

Staff

The school values diversity amongst staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must reflect sexual and cultural diversity. Every effort will be made to ensure that the curriculum provided reflects the School's policy on respect, empathy and understanding. Such a curriculum will then provide opportunities for all learners to achieve and for all others to value such achievements.

The school will aim to:

- Provide equal access to, and positive encouragement in, curriculum opportunities for all pupils.
- Encourage pupils and staff to question conscious or unconscious attitudes and assumptions in themselves and others, which might lead to prejudice.
- Ensure that staff are aware of the extent to which their own perceptions and unspoken expectations relating to the curriculum may influence pupil achievement.

Included in the school aims is the idea that it seeks to develop the particular abilities of each pupil as an individual. Our Special Needs Policy endorses this. Equal Opportunities is about developing individuals and not allowing their sex, race or any other general characteristic to get in the way.

Each pupil must have equal access to all the benefits, facilities or services offered by the school. This means that girls and boys must have precisely the same access to the curriculum and also to any other benefit offered by the school e.g. visits, instrumental tuition and extra curricular activities.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural, multi-faith (in line with the agreed syllabus for RE) and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

Classroom Management and Teaching Strategies

The school recognises that it is not enough to provide a curriculum and leave learners to benefit from it, but that the teachers role is to promote access to that curriculum.

To this end, staff will aim to:

- Deal immediately and firmly with any incidents of blatant discrimination such as name-calling, taunting or sarcasm based on race, gender or disability. Covert discrimination will not be tolerated - to ignore is to condone.
- Offer opportunities for success equally to all pupils in all subjects, practical tasks and group work.
- Attempt to give equal attention to all pupils.
- Provide positive support for pupils making non-traditional choices in curricular and extra-curricular activities.
- Ensure that displays, books and visual aids present positive images of minority groups.
- Address equality issues within the hidden curriculum of;
 - a) staff attitudes to pupils e.g. seating plans, physical tasks, carrying messages.
 - b) staff expectations - expectations of pupils achievements should be based on ability, not gender, ethnicity, disability or socio-economic background.
- Select and if necessary, update all materials/resources to be used in the classroom, and remove any which only serve to foster negative images.

The Hidden Curriculum

The last few years have seen a wealth of new research studies which demonstrate convincingly the variety of ways in which some girls and boys, men and women, still wrongly believe that;

- education serves a different purpose for them depending on which sex they are.
- certain subjects or activities are not suitable for them (e.g. boys are good at science, girls are good at reading).
- girls and women are inferior to boys and men.

It needs to be stressed that these forms of discrimination and stereotyping are for the most part quite unintentional but are, nevertheless, undesirable and harmful to the intellectual and social development of pupils.

As children grow older, their ideas of sex roles begin to be more influenced by factors beyond the home, the most significant of these influences being the school, the peer group and the media.

Since the only factor controlled by teachers is the school, every effort should be made to present a non-discriminatory environment. Many small but significant procedures can affect the development of a non-discriminatory environment. These include:

- school organisation.
- dress .
- television, books and other learning materials.
- discipline.
- teacher attention.
- adult role models.

Visits, Community Projects, Out of School Activities

All visits are open to pupils of both sexes. All recreational, sport and social facilities and out of school activities are likewise equally available to both sexes. Pupils of both sexes are afforded equal access to all benefits, facilities and services provided by our school. Decisions on discipline and dress for girls and boys have been made on non-discriminatory criteria.

Discipline

The school operates a Behaviour Policy. Rules for the classroom and playground are based on the Behaviour Policy. Sanctions and rewards are applied without favour to all pupils.

Employment

The Equal Opportunities Commissions (EOC) recommends the establishment and use of consistent criteria for selection, training, promotion, redundancy and dismissal which should be made known to all employees both teaching and non teaching. Without such consistency, management decisions may be subjective, leaving the way open for unlawful discrimination to occur. The school follows guidance planned by the LA in all areas of employment.

Recruitment

It is unlawful, unless the job is covered by an exception to discriminate directly or indirectly on the grounds of sex or marriage:

- in the arrangements made for deciding who should be offered a job.
- in any term of employment.
- by refusing or omitting to offer a person employment.

It is recommended that:

- each individual should be assessed according to his or her personal capability to carry out a given job.
- any qualifications or requirements applied to a job which effectively inhibit applications from married people should be retained only if they are justifiable in terms of the job to be done (see below).
- any age limits should be retained only if they are necessary for the job. An unjustifiable age limit could constitute unlawful indirect discrimination, for example, against women who have taken time out of employment for child rearing.

Direct Discrimination

This occurs when a person is treated favourable on the grounds of sex than others are, or would be, treated in the same circumstances.

Example: Refusing to employ a woman because she has children where a man with children would be employed. (Selecting a man for a position rather than a woman, the decision being based on the grounds of gender).

Indirect Sex Discrimination

This occurs when a requirement or condition is applied to employment, which has a disproportionately adverse affect on a particular group. It is very important to understand the definition of indirect discrimination since this is the way most discrimination occurs. Often such practices appear fair but have unintended discriminatory effects. If the employer cannot justify the requirement or condition to the satisfaction of a tribunal, then this constitutes unlawful indirect discrimination.

The Role of the Governing Body

As a result of recent legislation, school and college governors have increased responsibilities for educational provision in their institutions. These include duties concerning:

- Employment
- Admissions
- Exclusions
- Resource allocation
- Implementation of the National Curriculum

Our governing body takes this responsibility most seriously and endeavours to ensure that they discharge their responsibilities without sexual discrimination.

Working Within the Law

Anti-discrimination laws in the United Kingdom are designed to

eliminate discrimination in employment and education on the grounds of race and sex.

The Race Relations Act 1976 makes it unlawful for an employer to discriminate against a person on racial grounds in recruitment, promotion, transfer, training, terms and conditions of employment or dismissal.

The Sex Discrimination Act 1975 makes it unlawful for an employer to discriminate against a person on the grounds of sex or marital status.

The Special Educational Needs and Disability Act (SENDA) 2001 brought in laws and measures aimed at ending the discrimination, which many disabled people faced. The Act gave disabled people new rights in the area of employment.

In addition, the Equal Pay Act 1970 (amended 1984) requires employers to give equal treatment in respect of pay, terms of contract and employment to men and women doing the same or broadly similar work. Under the terms of 1984 amendment, equal pay must also be given for work of equal value in terms of skill, effort, decision-making or other issues.

Classification by sexuality (bisexual, homosexual, gay, lesbian, heterosexual) for purposes of employment, professional responsibility or opportunity demonstrates discrimination. Similarly, sexuality should not be used to discriminate amongst pupils and students.

Monitoring and Review

The Equal Opportunities Policy will be reviewed every three years.

St Michael & All Angels C of E Primary School

STATEMENT ON THE SINGLE PUBLIC SECTOR EQUALITY DUTY October 2020

The School Mission Statement states that all children are educated to achieve their full potential in all areas of learning by developing and sharing their talents in a stimulating, Christian and enjoyable environment. We are committed to giving all our children every opportunity to achieve the highest of standards. Our policies help to ensure that this happens for all the children in our school – regardless of their age, disability, gender, gender identity, ethnicity, religion/belief, attainment or background. The school has a responsibility to carry out the Equality Duty for schools. A copy of our Single Equality Policy is available to download from our school website.

The school also produces an Equalities Action Plan which is reviewed annually by the Governing Body as part of the Equality Duty.

The Equality Act 2010 replaced 9 major Acts of Parliament as well as almost 100 sets of regulations dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all types of discrimination which are unlawful. The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

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

Role of Governors

The Governing Body is responsible for ensuring that the school meets the requirements of equality legislation through the following steps:-

- Ensuring the school takes all reasonable steps to ensure that it's employees do not carry out unlawful discriminatory actions of behaviour.
- Supporting and guiding the school to have "due regard" for equality in all its functions.
- Ensuring the school complies with the Equality Duty.
- Reviews the Equalities Action Plan on an annual basis.

APPENDIX 2

Equalities Action Plan October 2020

Equality Strand	Aspect of the Duty	Monitoring/Evaluation	Responsibility	By	Success Indicators
All	All stakeholders have access to Equal Opportunities Policy. Publish Equalities Action Plan annually and Policy on website.	Questions raised by staff, parents and governors. Policy next due for review Feb 2022. Action Plan reviewed annually.	Head	Action Plan - Dec 2020	Stakeholders have access to the Policy and Action Plan.
All	Monitor achievement & standards based on gender, ethnicity, disability, sexuality take action where necessary in order to secure good progress for all. Arrange additional support for these groups as and when necessary.	Use O track to identify issues. Develop strategies for tackling issues. Prioritise in SDP & performance management. Use PIRA, PUMA, GAPS data to identify issues.	Whole School Head Teacher Strategic Planning Committee	Termly	Termly standard reports showing progress of various groups including: gender, ethnicity, SEN, FSM. Shared with Strategic Planning Committee and SEN Governor. School data to demonstrate narrowing of gaps for groups.

All	Monitor access to curriculum/after school clubs with regards to gender/ SEN/ethnic minorities	Analyse ASP data groups and identify anomalies. identified – continue to monitor. Develop strategies for tackling issues, if necessary. Implement strategies.	Whole School Head Teacher	Annually	Health and Safety audit consider disabilities and SEN; Accessibility Action Plan reviewed annually. Children of all genders, SEN and ethnicity access the full curriculum. Diversity of all groups are represented.
Race Equality Duty	Identify, respond and report racist incidents. Report figures to the governing body on a termly basis.	FGB monitor through head's report.	Head	On going	All staff are aware of and respond to racist incidents. Nil reporting to Governors.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg: School Council, House Meetings, Digital Leaders etc..	Monitor representation by race, gender and disability	Staff who lead the groups.	On going	All groups are represented.

All	Cultural Diversity Week across the school.	Celebrate diversity throughout the whole school through displays, curriculum, groups	Whole school	From Spring 21	Cultural diversity positively reflected throughout the school.
Gender Equality Duty	Monitor the gaps in attainment between boys and girls.	OTrack data, PIRA, PUMA, GAPS data.	Head Teacher	Termly	Differences in attainment between boys and girls in each year group in reading, writing and maths are reported to the Governing Body and gaps are narrowed.

Equalities Action Plan to be reviewed annually. Next review due Oct 2021.

APPENDIX 3

Defining a Racial Incident

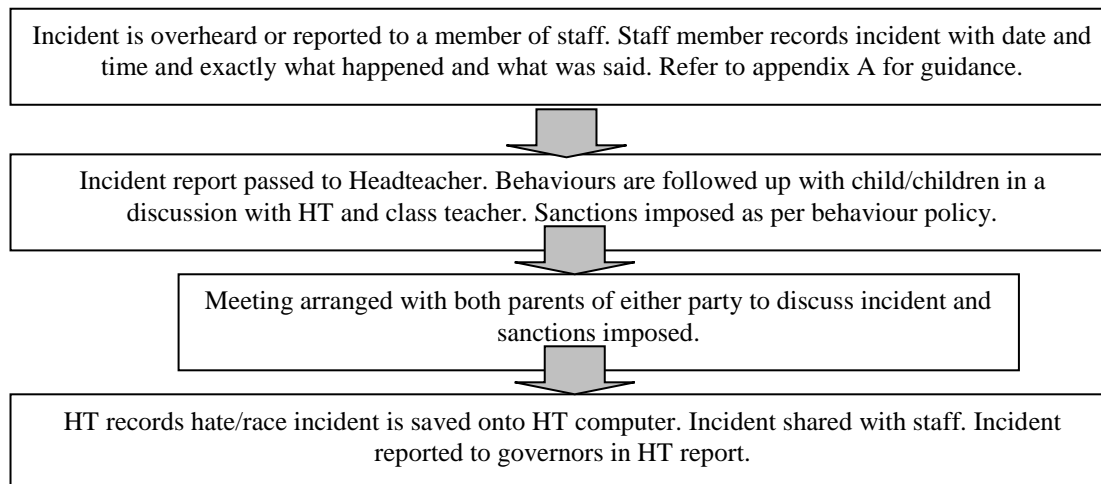
In the publication of the report of the inquiry into the murder of Stephen Lawrence, Recommendation 12 was that the definition of a racist incident should be:

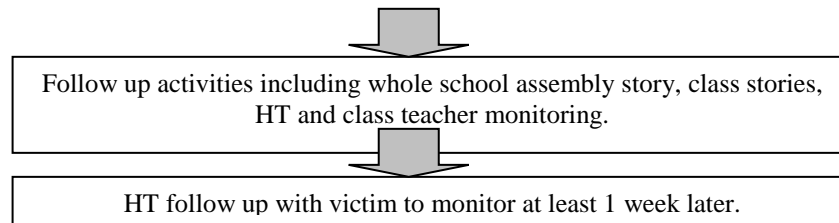
“any incident which is perceived to be racist by the victim or any other person.”

“This recommended definition is not to prejudice the question of whether a perpetrator’s motive was racist. The purpose of the definition is rather to ensure that investigations take full account of the possibility of a racist dimension to an incident and that statistics are collated on a uniform basis.”

(Source: Code of Practice on Reporting and Recording Racist Incidents, Home Office. May 2000)

Therefore, at St Michael and All Angels, any incident that is perceived to be racist will be investigated, monitored and recorded as such. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. Flowchart of procedures as follows and Appendix A gives further guidance:





Where a staff member is accused of racist behaviour the school will investigate fully adopting the disciplinary procedure. The Governing body treats any discrimination as an incident of gross misconduct.

Guidance on dealing with Incidents of a bullying, racist or other discriminatory nature in School

A. Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce school's position and rules
- Focus on perpetrator's behaviour (rather than the person)
- Connect with pupils' feelings
- Support and affirm the victim, explaining how prejudice works through the stereotyping of an individual

B. Record

- Notify the HT (or in their absence Deputy) responsible for dealing with incidents of a bullying, racist or other discriminatory nature.
- Record incident following school procedures with date and details of incident with details of what was said or done.

C. Investigate

- Nominate lead person (usually HT or Deputy at St Michaels)
- Listen to all parties
- Address underlying issues, e.g. an incident may not be racial in origin - it might be a dispute over resources in which racist abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident

- Make sure prejudice is recognised and dealt with
- Reinforce school's position and rules
- If it is not judged to be a race incident or incident of a bullying or other discriminatory nature, this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response.

D. Further response

- Inform and involve class teachers, if not already involved
- Follow through with both victim and perpetrator
- Address the perpetrator's prejudice and correct misperceptions, e.g. about not belonging in "our" country
- Reinforce the school's position and rules on prejudice
- Bring both parties together and give them a chance to be involved in resolving the situation
- Contact parents/carers (Local Authority in the case of 'looked after children') of both the victims as well as the perpetrators – follow reporting procedure.

NB: Victims have a right to refer cases to the police if their parents so wish and all parties have a right to complain through the Governing Body's Complaints Procedure (Section 29 of the 2002 Education Act: guidance to schools issued November 2003).

E. General Follow through

- Follow through with appropriate measures to reinforce the school's position with individuals/group/class/school via assembly, circle time and curriculum.
- Ensure regular discussion with staff.
- Continue to encourage pupils to report and discuss incidents of a bullying, racist or other discriminatory nature.
- Good practice would suggest that governors should be informed of such incidents termly.
- **A governor should be nominated to oversee this area (Safeguarding Governor).**
All the above should be dealt with in accordance with Data Protection and confidentiality of individuals should be maintained at all times.

LOCAL SUPPORT

Hate Crimes/Incidents

- Racist and religious incidents can be reported at any Police Station. There are also Hate Crime Officers. Tel: 0116 222222
- Leicestershire County Council has a Hate Crime Officer. Tel: 0116 2658263

Domestic Violence

Leicestershire County Council Domestic Violence Co-ordinator. Tel: 0116 2656017

Homophobic and transgender incidents

Leicester LGB Centre. Tel: 0116 2547412

Other support

Connexions Leicestershire	www.connexions-leics.org
Hinckley	01455 632719
Melton Mowbray	01664 569966
Loughborough	01509 214002
Coalville	01530 812231
Market Harborough	01858 462309

County Council Support

Behaviour & Attendance Strategy	0116 2656425
Youth Inclusion and Support Project	01530 834482
Anti Bullying Strategy Team	0116 2845100

<http://www.equalityhumanrights.com/search-results/index.html?q=policy>

APPENDIX 4

St Michael & All Angels C of E Primary School

ACCESSIBILITY ACTION PLAN (Oct 2020) Target – To enable everyone, particularly people with disabilities, to make full use of facilities by being able to move conveniently and safely at all times.							
Requirements	Strategies	Who by	How	When	Outcome	Pre-Accessibility Plan	Goals
Education and Related Activities.	The school will continue to seek and follow the advice of the LA, SENA and external agencies, facilitating staff training and ensuring awareness of the requirements of disabled pupils' needs with regards to accessing the curriculum.	Head Teacher, Teaching Staff, Support Staff, Governing Body.	Liaise with LA and external SENA agencies; training courses; receipt and consideration of guidance documents.	Annually	Teachers will be able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	The school provides all pupils of the school with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.	The school will provide all pupils, including disabled pupils, with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.
Physical Environment	The school will comply with Planning requirements, including matters relating to provision for disabled persons when changing and adapting the school premises and will have regard to the needs of disabled pupils when planning schemes of improvement to the premises, fixtures and fittings. PEEP's are provided for disabled persons as necessary & reviewed annually.	Head Teacher, Governing Body	The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site, premises, fixtures and fittings. Brookside gate entrance is wide enough for wheelchair access.	Annually	Elimination of barriers to unfettered access for disabled pupils to the school premises. PEEP allows for safe evacuation of the school building for disabled persons.	The school will maintain good physical access to all areas of the school.	Maintenance of good physical accessibility of the school.
Internal Features: For usage of those with disabilities;		Premises Officer if need occurs.		As necessary			