

## **Equalities Policy & Equalities Statement and Objectives**

### **Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

### **Statement of Principles**

This policy outlines the commitment of the staff, pupils and governors of Royal Cross Primary School to ensure that equality of opportunity is available to all members of the school community.

For our school this means not simply treating everybody the same but understanding and addressing the different barriers which could lead to unequal outcomes for different groups of Deaf pupils in school, including communication & language and cultural heritage. Royal Cross School is committed to celebrating and valuing the achievements and strengths of all members of the school community, including:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Royal Cross Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, SEN, ethnicity, disability, religion or belief, sexual

orientation, age or any other recognised area of discrimination. This includes the provision of a fully inclusive communication environment so that no person deaf/HI/hearing is left disadvantaged.

We pride ourselves on the fact that Royal Cross is a genuinely inclusive school. We provide an inclusive communication environment to ensure that everyone has full access to all aspects of school life and feels included in everything we do.

*An accessibility plan of the school site has been produced. External ramped access is available and school is all on one level. There is a visual fire alarm and portable sound field systems are available across school. See Accessibility Plan included with this Policy.*

**This policy does not replace the Accessibility Plan.**

## School Context

Lancashire is a large county with a diverse population and Royal Cross although small, has pupils from across the region representing a range of communities - Deaf and hearing families, different ethnic and cultural backgrounds, languages and faiths.

Royal Cross is a community specialist school for Deaf children. We can provide a specialist provision for Deaf pupils from Nursery age (2 years) up until NC year 6.

Many pupils are from diverse cultural backgrounds and have different home languages, including Urdu, Polish and Rumanian. Many pupils and their families have strong cultural identities linked to their background and Deaf or hearing status.

The school staff and governing body is representative of the school's community to ensure that all community voices have a place in influencing school improvement.

Every opportunity is taken to provide suitable role models whenever possible to provide positive choices for all pupils thinking of the world of work.

Each member of staff has access to an EAL register of pupils to raise awareness of home language spoken and appropriate interpreting services are provided for all staff and families at key school events and meetings.

## Annual Equality Information 2023 – 2024 (See Equality Statement Appendix)

Pupils on Role	27
Statement/EHCP of SEN	27
Male	12
Female	15
Free School Meals	14
English as an Additional Language	2 BSL 1 Polish 1 Romanian
Ethnicity	21 White British

	1 Pakistani 1 Indian 2 any other white background 1 White / Black Caribbean 1 Any other mixed background
Religion	13 no religion 2 Muslim 12 Christian
Children Looked After	3
Children – Previously Looked After	0
Governing Body	4 deaf/HI
Staff	1 deaf 2 Muslim

## Legislation and Guidance

This document refers to the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance:

- The Equality Act 2010 and schools:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- The Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

## Ethos and Atmosphere

- At Royal Cross Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- We value and promote our inclusive communication environment to ensure full access to all aspects of school life for Deaf & hearing alike
- We recognise the importance of an appropriate peer group and positive role models in developing a positive self-identity for all members of our school population.
- We value the role and contribution of BSL and Deaf adults in the education of Deaf children and acknowledge the importance of community languages, cultural heritage and religious beliefs in order to facilitate the learning of all pupils regardless of their social or economic background
- Respecting and valuing cultural and linguistic diversity demonstrates our commitment to promoting community cohesion and is reflected in our inclusive provision and curriculum activities.

- Royal Cross School is committed to teaching and promoting fundamental British values.
- There is an open atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions will not be tolerated. This will include emails and any social media posts.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality, reflecting the cultural diversity across school and are frequently monitored by both internal and external processes.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, external visitors, classroom based/externally based activities and whole school Faith Days.
- We have strong links with the Deaf community – including representation from Deaf students (UCLAN) and Deaf governors.

## **Roles and Responsibilities**

### The governing board will:

- Ensure 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

### **At Royal Cross the equality link governor is the Chair of Governors**

#### **They will:**

- Meet with the designated member of staff for equality (**Headteacher**) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

### The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in this policy.

- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

**All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour, including online behaviour.**

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## **Eliminating Discrimination**

At Royal Cross, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. This includes all online interactions.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **Advancing Equality of Opportunity**

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, Deaf BSL users; or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times) or providing BSL/Home Language interpreters as needed.

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Make available attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response.

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- As required, make available any further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **Fostering Good Relations**

As a school we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We 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 of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, Healthy Relationships Education; and also through activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **Policy Development**

This policy applies to the whole school community.

This policy and action plan have been developed through a range of systems including:

- Direct communication with the school community
- Previous policy documents that have contributed to development
- 'voice' through questionnaires and feedback at meetings

This helps to ensure that the views of potentially disadvantaged groups were fully incorporated.

Other examples include:

- Discussions at School Council/Circle Time
- Contact with parent/carers (meetings, Home/School Books, Class Dojo, home visits, questionnaires, coffee mornings)
- Staff Meetings
- Discussions at governing body committees
- Discussions within cluster groups
- Parent Workshops
- Local authority - the views of the school SIP and SEN Adviser

## **Monitoring and Review**

Royal Cross Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary, including any interventions to support 'catch-up' learning.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. School uses specific funding streams such as Pupil Premium, PEP (Children Looked After) and the Recovery Fund to ensure that specific cohorts of children are targeted for interventions to help 'close gaps'.

The governing body receives regular updates on pupil performance information through termly Headteacher Reports.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to special schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information to ensure that the progress of the 'whole child' is considered in next step learning. This could include emotional and wellbeing observations that may trigger appropriate emotional regulation interventions or other therapeutic support.

## **Information Gathering**

Following GDPR guidance areas for analysis with regard to equality information for Pupils may include:

- Attainment levels
- Attendance levels
- Rewards for academic progress
- Rewards for emotional regulation progress
- Exclusions
- Attendance at external provision/ Extended School activities/extra- curricular activities
- Complaints of harassment, racism, sexism, homophobia, disability and all forms of bullying, including Cyber bullying & child on child abuse.
- Participation in School Council

- Pupil contributions to annual review
- Parental involvement

Royal Cross is committed to providing a working environment free from discrimination, victimisation, and harassment.

It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our population.

Following GDPR confidentiality guidance, we collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff Appraisals/performance management

Due regard is given to the promotion of equality in the School Improvement Plan.

The persons responsible for the monitoring and evaluation of the policy and action plan are the Equality Champions Mrs. Beverley Hennefer and Mrs. Sofia Parveen.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

## **Developing Best Practice within a school for Deaf Children**

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse hearing society
- Use communication methods best suited to individual needs ie signing and speech in whatever combination works best for each child
- Provide an inclusive communication environment in which staff must ensure that communication is accessible to everyone so that pupils can benefit from opportunities for incidental learning in addition to an appropriate style of curriculum delivery
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Provide opportunities for children to work with sign language interpreters
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture heritage and religions and celebrate the diversity of other cultures



- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality and promote fundamental British Values across the curriculum
- Ensure that the whole curriculum covers issues of equality and diversity and includes a Deaf studies curriculum, individual communication targets and inclusion opportunities
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets and supporting key transition times
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their communication needs, gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

All pupils are encouraged to improve on their own achievements and not to measure themselves against others.

Parents are also encouraged to view their own children's achievements in this light.

In school:

- All staff use sign language at all times to ensure a total communication environment where by everyone has access to all that is going on
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity. Staffing at Royal Cross includes a Deaf instructor, BSL user.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources within the remit of the category of provision available at Royal Cross.
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- The pace and style of curriculum delivery is modified to take account of gaps in pupil's linguistic knowledge and concepts
- Consideration will be given to the physical learning environment – both internal and external, including access, displays and signage

### **Curriculum**

At Royal Cross Primary School, we aim to ensure that:

- Pupils have the opportunity to develop a positive self-identity by learning about Deaf history and culture through our Deaf Studies curriculum taught by a Deaf Instructor, BSL user.
- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- The wider curriculum is valued and promoted to ensure all pupils no matter their strengths /weakness / disability have opportunities to succeed.
- Pupils have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to a broad and balanced curriculum by considering, their cultural, backgrounds, linguistic /communication needs and learning styles
- All pupils have access to assessment which recognises attainment and achievement and promotes progression.
- All learning and achievement is recognised and celebrated – no matter what this learning looks like.

### **Resources and Materials**

The provision of good quality resources and materials within Royal Cross Primary School is a high priority. We acknowledge that ICT is a powerful tool and endeavour to maximise its potential through continued investment in resources. We provide specialist equipment and materials designed for deaf children and sign language users, including the use of Sign Graphics & Visual Phonics as appropriate.

Resources should:

- Reflect the reality of an ethnically, linguistic, culturally and sexually diverse society and sign language users
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

### **Language**

We recognise the importance of all members of the school community using appropriate language which:

- Takes account of individual communication needs
- Affords equal status to all languages – BSL, English, home languages etc.
- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We ensure that our Deaf Governors and Deaf staff member have a high profile across school and carry responsibility
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Sign language / 'Home Language' interpreters are provided for parents, staff and governors where necessary
- Access to Work funding is used to provide equipment and support for staff where required and as appropriate
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

- Safer Recruitment guidelines are followed when appointing new staff
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary/supply staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential. This can include:

- Encouragement of all parents/carers to participate in the full life of the school.
- Discussion with the PTFA/Parent Governors to support the school with matters related to its equalities duties
- Encouragement of members of the Deaf community to join in with school activities
- Provision of regular 'Stay & Play' sessions for families with pre-school Deaf children who may otherwise be isolated within their communities.
- Provision of a specialist nursery/pre-school for Deaf children.
- Regular Parent Workshops for families to facilitate parental engagement with pupils' learning
- Transition opportunities with local secondary provisions.
- Specialist outreach & training support available for Lancashire mainstream schools.

## Commissioning and Procurement

Royal Cross Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken as appropriate time within a given timescale.

## Publishing the Policy and Plan

*Schools are required to choose equality objectives (at least one) that are specific, achievable and measurable. These objective should suit the specific school community and circumstances.*

*At Royal Cross we have an **Equality Action Plan** to support these objectives and the objectives will be aligned with the school development plan (SIP) wherever possible and practical.*

This policy is a public document and is available to any interested stakeholder. The policy is published on our website [www.royalcross.lancs.sch.uk](http://www.royalcross.lancs.sch.uk)  
Paper copies are also available from the school office upon request.

## Monitoring Arrangements

We are legally required to report annually on progress and performance in respect of policy covering ethnicity, disability and gender and to report annually on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

Taking this single equality approach Royal Cross Primary School will incorporate all requirements into one annual report which meets the requirements of the new legislation, and which will formulate the basis for the Annual Action Plan.

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives.

Our objectives will be drawn up and published by the Governing Board at least every 4 years.

## Equality Impact Analysis (EIAs)

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

The school Governing Body are actively involved in carrying out EIAs in respect of school policies. The Chair of Governors and Equality Link Governor undertakes this activity on behalf of the Governing Body.

### **Considering Equalities in Decision Making**

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The Equalities Link Governor keeps a written record to show we have considered equality issues within our policies. The School Business Manager keeps an electronic record of all EIAs carried out on policies.

Any relevant questions about the impact of our decisions on different groups in the school community are recorded as appropriate in governor committee meeting minutes.

## Royal Cross School Equality Action Plan 2023 - 2026

Principles		Actions	Responsibility	Time scale	Success criteria
<b>1</b>	<b>All learners are of equal value.</b>	<p><i>Track progress across a wide range of cohorts.</i></p> <p><i>Analyse data and identify gaps and trends.</i></p> <p><i>Ensure interventions are put in place to close gaps.</i></p>	<p>Assessment Lead</p> <p>All staff</p> <p>SLT</p>	Termly	<p>Progress and attainment will be evident for all pupils and comparisons will have been made between cohorts.</p> <p>Any gaps in progress and attainment have been identified and interventions implemented.</p> <p>Displays around school will show achievement of all pupils.</p>
<b>2</b>	<b>We recognise and respect difference.</b>	<p><i>Ensure assembly themes cover topics around respect and prejudice.</i></p> <p><i>Invite older pupils from Ashton to visit and work with pupils as positive role models.</i></p>	<p>PHSE/RHE Lead</p> <p>SLT</p>	Ongoing	The assembly rota will have the breadth to ensure coverage of topics around respect and prejudice.
<b>3</b>	<b>We foster positive attitudes and relationships and a shared sense of community</b>	<i>PHSE/RHE curriculum offer ensures sufficient coverage of appropriate PHSE/RHE learning at the appropriate language levels for our pupils.</i>	<p>SLT</p> <p>PHSE/RHE lead</p> <p>Curriculum Lead</p>	Annually	Curriculum will have been audited any gaps identified and addressed.
<b>4</b>	<b>We observe good equalities in staff recruitment, retention, development and awareness raising.</b>	<p><i>Ensure job description and person specifications for jobs are not gender biased.</i></p> <p><i>Selection panels will always have at least one person who has undertaken Safer Recruitment Training.</i></p> <p><i>Our actions with staff are always guided by our Public Sector Equality Duty.</i></p>	<p>Headteacher</p> <p>School Business Manager</p> <p>Chair of Governors</p> <p>Headteacher</p> <p>School Business Manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Job descriptions will not be gender biased.</p> <p>At least one member of any selection panel will have had Safer Recruitment Training.</p> <p>A range of policies in place that reinforce our obligations in this regard. Policies will have had an Equality Impact Assessment.</p>

		<i>We enable opportunities for all staff across the school to undertake professional development irrespective of role, including the PREVENT Duty.</i>	SLT	Ongoing	All staff at all levels will have undertaken training on at least an annual basis.
<b>5</b>	<b>We consult and involve widely across the school community.</b>	<i>Undertake questionnaires with all parents and carers.</i>  <i>Undertake pupil questionnaires on a range of topics ensuring accessibility for all.</i>	Headteacher  School Council	Annually  Annually	An annual questionnaire sent to all parents and carers will have been analysed and actioned.  Annual questionnaire will have been completed by pupils and actioned for areas of development.
<b>6</b>	<b>We address prejudice and prejudiced related bullying, including online &amp; cyber-bullying.</b>	<i>Continue to monitor all incidents of prejudice and bullying.</i>  <i>Ensure curriculum has sufficient coverage of prejudice related topics.</i>  <i>Whole school takes part in anti-bullying week activities.</i>  <i>Ensure assembly themes cover anti-bullying.</i>  <i>Whole school takes part in Safer Internet Day.</i>	Behaviour Champions and all staff  Deputy Head Teacher  PHSE/RHE lead  PHSE/RHE lead  Computing Lead	Ongoing  Annually  Annually  Annually  Annually	Number of incidents will be known. Any trends or patterns will be identified and addressed.  Curriculum will have been audited and any gaps identified and addressed.  All pupils will have taken part in activities related to anti-bullying. Number of incidents recorded will continue to be minimal.  An assembly will have taken place on bullying.  An assembly will have taken place on cyber-bullying.
<b>7</b>	<b>We will be proactive with regards to communication needs - written information in</b>	<i>Provide access to BSL &amp; home language interpreters for all key meetings and events.</i>  <i>Share key information with all families electronically, to include wider aspects such as community links and access to LA SEND events.</i>	Headteacher SLT School Business Manager All staff	Ongoing	Class Newsletters will have gone out termly.  School Dojo will have regular updates across a wide range of topics.  Families without access to the internet will have been identified and paper copies of key information shared.

	<b>alternative (visual) formats.</b>				Any parent/carer specific needs will have been identified and addressed.
<b>8</b>	<p><b>School premises are accessible and safe for all regardless of disability. See the additional ACCESSIBILITY PLAN for additional detail.</b></p>	<p><i>Disabled parking bays provided, signposted clearly close to school ramped entrance.</i></p> <p><i>Fire evacuation procedures practiced with children and staff, to include flashing light/alarms. School signage is clear and visible.</i></p> <p><i>Fire safety training for all staff and induction programme for new staff.</i></p> <p><i>Deaf members of staff provided with a pager linked to fire alarm</i></p> <p><i>Class bases &amp; communal school areas equipped with Soundfield Systems to ensure best access to sound for Deaf pupils.</i></p> <p><i>Pupils provided with a Personal Evacuation Plan as needed to include named members of staff responsibility.</i></p> <p><i>All school staff access BSL training to support communication.</i></p>	<p>Headteacher School Business Manager</p> <p>Health and Safety key staff</p> <p>Class Teachers</p>	<p>Ongoing and termly.</p>	<p>Any gaps in access arrangements have been identified. All actions are in place and reviewed ensuring equal access to all.</p> <p>Pupils, staff and visitors feel that Royal Cross is a safe environment for all.</p> <p>All pupils, staff and visitors are confident and knowledgeable about fire/evacuation procedures.</p> <p>The school learning environment provides equal access to Deaf learners, staff and visitors.</p>
<b>9</b>	<p><b>We ensure that all displays in classes and in corridors promote diversity.</b></p>	<p><i>Areas identified for specific displays to celebrate achievement of all pupils at a height that is accessible to all and includes Sign Graphics to ensure access to BSL for Deaf pupils.</i></p>	<p>All staff</p>	<p>Ongoing.</p>	<p>The school environment reflects our aims and celebrates our pupil's success. All pupils have named examples of work displayed, using a range of examples to include written, drawn or photographic.</p>



<b>10</b>	<b>We ensure all staff are aware of Single Equality Scheme and raised awareness of responsibilities.</b>	<p><i>The Single Equality Policy is included in the induction folder for new staff.</i></p> <p><i>Changes to the policy are notified to staff via email and staff briefing.</i></p>	Headteacher	November then Ongoing	The whole school community reflects positive attitudes and relationships and a shared sense of responsibility towards equality.
<b>11</b>	<b>We endeavour to recruit staff and Governors representative of the school community.</b>	<p><i>Recruitment Monitoring Forms for job applicants for all posts are detached from the application form by Office staff.</i></p> <p><i>All paperwork for unsuccessful applicants securely disposed.</i></p> <p><i>Recruitment for new Governors involves canvassing across all school community users.</i></p>	Headteacher Governing Body	Ongoing as vacancies occur	The Governing body is knowledgeable and well able to both support the school equalities policy and identify areas for further development.

## Equality Statement and Objectives 2023 - 2024

### Equality Statement

Royal Cross Primary School seeks to provide Equality of Opportunity for all members for the school community whatever their disability, age, gender, race, nationality, religion, marital status, maternity, sexual orientation, or background. We recognise that people have different needs and treating them equally does not always mean treating them exactly the same. We recognise that some members of the school community will need additional support to enable them to fully access school services. We strive to challenge discrimination and prejudice of all levels in the school community. Within budget constraints we will actively seek external validation of our commitment to equality and diversity.

### Specific Duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equalities objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

### School Objectives 2022 Evaluation

#### **Objective 1: To further strengthen and develop external links with a range of community faiths to support school's whole school Faith Days programme.**

Achieved. School welcomes a range of visitors into school to celebrate and share celebrations. The school Faith Days celebrate the different faiths and cultural heritages represented within school.

#### **Objective 2: To further strengthen and improve the scope and relevance of Deaf Studies to include modules on employability and social communication in preparation for transition to KS3.**

We have appointed 2 Deaf Governors We have welcomed a variety of positive Deaf role models into school with a programme in place.

There is an increased profile of BSL communication across school with members of staff accessing BSL training to improve communication skills.

Transition links with Deaf Tutor and KS3 provision have been established through collaborative work during BSL National Awareness week.

Key staff from KS3 provision are working closely with SLT / staff at Royal Cross, including planned activities with pupils in year 6.

<b>School Objectives 2023 - 2024</b>	
<b>Objective 1:</b>	To embed an updated Deaf Studies curriculum across school.
<b>Objective 2:</b>	To further strengthen and develop external links with a range of community faiths to support school's whole school Faith Days programme.
<b>Objective 3:</b>	To develop the school web site to include a 'Deaf World' tab that will provide a wide range of information for families and pupils to include further education and employment opportunities.

Pupils on Role	27
Statement/EHCP of SEN	27
Male	12
Female	15
Free School Meals	14
English as an Additional Language	2 BSL 1 Polish 1 Romanian
Ethnicity	21 White British 1 Pakistani 1 Indian 2 any other white background 1 White / Black Caribbean 1 Any other mixed background
Religion	13 no religion 2 Muslim 12 Christian
Children Looked After	3
Children – Previously Looked After	0
Governing Body	4 deaf/HI
Staff	1 deaf 2 Muslim

<b>Review Process</b>	
The Leadership Team and Governors at Royal Cross School regularly review the progress we are making towards meeting our equality objectives.	
A Progress Report is included as part of the Headteacher Report to the Full Governing Body.	