Purley Partnership Federation

Purley Nursery School
Achieving and growing together

Christ Church Primary School
Nurturing lifelong learners with God's guidance

Equality, Community Cohesion and Accessibility Policy

Draft policy - awaiting approval
Reviewed February 2026, to be reviewed in February 2028

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Aims

Our Federation aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

This document meets the requirements under 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

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

Under the Equality Act 2010, there are specific duties to publish information about our federation population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. Please see Appendix 9 for objectives.

Federation Community characteristics

	Families from ethnic groups other than White British	First language other than English	Eligibility for Pupil Premium	Percentage SEND
Christ Church School 2024-2025		**44.9%**	**25.1%**	**26.5% (EHCP & SENS)**

Purley Nursery School Spring 21 census data	**80%**	**29%**	**8%**	**11%**
National average 2024-2025		**23.4%**	**26.3%**	**18.5% (EHCP & SENS)**

The ethnic mix of new admissions has increased each year reflecting the changing community that the schools serve. We are conscious of the need to value the cultural heritage of these children and heighten all children's awareness of the vast cultural richness and diversity in our society. Opportunities are made to enrich the experience of all children through learning about the cultures of families within and beyond the school community to widen their knowledge and understanding.

Guiding principles

In fulfilling the legal obligations referred to above and summarised in Appendix A, 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, family circumstances, national origin or national status,
- whatever their gender.

Principle 2: We recognise and respect equality, diversity and inclusion

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,
- gender, so that the different needs and experiences of girls and boys, women and men are recognised,
- socio-economic circumstances, so that adjustments are made according to needs arising from different family situations.

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

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of bullying and 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 between people of different gender identity, and an absence of sexual harassment.

Principle 4: Policies and procedures should benefit all employees and potential employees.

We intend that all employees should have equal opportunities 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 identify, 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 identifying, reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people,
- people of different ethnic, cultural and religious backgrounds,
- people of different gender identity,
- children in different family circumstances.

Principle 6: We consult widely in order to ensure community cohesion
People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. Focus groups of children are held annually to talk about how access to our school and the curriculum could be improved. The comments regarding disability are included in Appendix 6. A disability accessibility audit is carried out every 3 years as outlined in Appendix 7 and the results are published in Appendix 8.
When consulting, we involve:

- disabled people as well as non-disabled,
- people from a range of ethnic, cultural and religious backgrounds,
- both women and men, and girls and boys,
- including proactively approaching families in different circumstances who might not otherwise contribute.

Principle 7: Society as a whole should benefit
We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled,
- people of a wide range of ethnic, cultural and religious backgrounds,
- people of different gender identity,
- children in different socio-economic or family circumstances.

The curriculum
We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles stated above.
As part of our wider curriculum, we encourage pupils and staff to raise concerns if they feel any of these principles are not being adhered to.

Ethos and organisation
We ensure that the principles stated above apply also 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, carers and guardians,
- working with the wider community.

Addressing bullying and harassment
The schools are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs,
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum,
- prejudices reflecting sexism, homophobia and gender identity.

Prejudice-related incidents should be factually recorded on CPOMS. The Senior Leadership Team will then thoroughly investigate these incidents and liaise with families.
All incidents involving Diversity prejudice are reported to Governors termly via the Executive Headteachers Report to Governors.

Roles and responsibilities

Governing body

The Governors are responsible for making sure that the schools comply with the range of legal duties listed in Appendix 1.

There is an appointed governor responsible who ensures that this policy and related procedures are monitored and implemented.

Executive Head Teacher/Head of School

The Executive Head Teacher for Christ Church School and the Head of School for Purley Nursery School are responsible for:

- making sure that the Equalities, Community Cohesion and Accessibility Policy is readily available and that governors, staff, pupils, parents and guardians know about it;
- making sure that the Equalities, Community Cohesion and Accessibility Policy and its procedures are followed in school and during school activities outside of school;
- considering the views of pupils, parents and staff on the effectiveness of the Equalities, Community Cohesion and Accessibility policy, both informally and through more formal means such as questionnaires;
- producing, annually, information for staff and governors about the policy and how it is working;
- ensuring that staff receive training on the policy, if necessary;
- making sure that all staff know their responsibilities (see below) and receive training and support in carrying out these responsibilities; and
- Taking appropriate action/ensuring that staff take appropriate action in cases of racial harassment and racial discrimination.

All staff

All staff are responsible for:

- dealing with any incidents involving discrimination on the basis of class, gender, race, disability or creed;
- reporting, in accordance with this policy, incidents of equality and diversity;
- recognising and tackling bias and stereotyping;
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, gender, colour, nationality, ethnic or national origins;
- ensuring that all children are positively encouraged to participate fully in all learning activities including play;
- taking up training and learning opportunities, both in school and out of school, on discrimination;
- delivering an inclusive curriculum within which all ethnic groups can feel valued and within which inequalities are addressed; and
- supporting pupils in their class for whom English is an additional language.

Visitors

Visitors are required to follow this policy in all their dealings with the schools.

The English as an Additional Language coordinator
The EAL coordinator, Mrs Rosie Edser, is responsible for supporting staff to deliver teaching in a way that promotes learning for those children with home languages other than English.

The Leadership Group
The Leadership Group are responsible for:
- regularly monitoring and assessing the policy's effectiveness and practice on a day-to-day basis;
- analysing statistical information on the performance of pupils by ethnic group and gender and reporting back to the Governors, as appropriate;
- maintaining a record of Equality and Diversity incidents;
- reporting information on Equality and Diversity incidents (minus names) to the Governing Body. This information will also be made available to interested parties through the minutes of the Governing Body;
- evaluating the effectiveness of our policy as part of an Annual Review process linked to the SIP.

Monitoring and evaluation
The effectiveness of the policy is reviewed annually. This covers the following:
- Check that all pupils achieve as much as they can, and get the most from what is on offer on the basis of their individual needs.
- Identify groups of pupils who are not achieving as much as they can and find out why these pupils are not achieving. (Sonar)
- Make sure that school policies are not having an adverse impact on pupils, parents or staff of particular gender, disability, religion or racial group.
- Be able to explain any differences in achievement and check that the explanations justified (for example, they may be justified on non-racial grounds, such as English Language difficulties).
- Check that each relevant policy includes aims to deal with differences (or possible differences) in pupils' attainments between different groups. Check that the policies' aims lead to action to deal with any differences that have been identified (for example extra support for pupils or steps to prevent racist bullying).
- Evaluate what the schools are doing to;
    - prepare pupils for living in a multi-ethnic society,
    - promote equality, diversity and inclusion,
    - and prevent or deal with Equality and Diversity issues.
- Decide on any changes the schools need to make to relevant policies, their aims, and any related targets and strategies.

The Equality, Community Cohesion and Accessibility governor, reviews progress on this policy as part of the monitoring.

As a result of annual monitoring, where relevant, objectives set are included in the schools' 'Equality, Community Cohesion and Accessibility Plans'. These can be found in Appendix 9 for Christ Church Primary School and Appendix 10 for Purley Nursery School. These include:
- Equality objectives.
- Accessibility Plan objectives.
- Community Cohesion objectives.

Related Policies
Whistleblowing
Safeguarding
SEND

Online Safety
Recruitment
Health and Safety
Complaints

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Appendix 1: Legal duties

- The governors are responsible for making sure that the schools comply with duties under the Equality Act 2010 which replaces all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

- The governors are responsible for making sure that the schools comply with the duty under the Education and Inspections Act 2006 to promote community cohesion.

- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Summaries of our legal obligations are provided in Appendix 2.

In addition to the above, governors also fulfil the following duties:

- **Public Sector Equality Duty (PSED):** Governors must specifically ensure the school publishes its **equality objectives** at least every four years and updates its **equality information** annually.
- **Ofsted Oversight:** Inspectors now look for evidence of how leaders and governors realize a vision of **inclusive education** through shared values and practice, specifically noting compliance with the PSED and Human Rights Act

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Appendix 2: Legislation on Equality, Diversity and Inclusion

A guide for the action that maintained schools need to take to comply with equality, diversity and inclusion legislation

This guidance
Schools have a number of responsibilities and duties under legislation relating to equality, diversity and inclusion. Legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment.

This guidance provides an overview of that legislation and what it means for schools, as well as advice on where to obtain more information. It recognises that most schools are firmly committed to equality, diversity and inclusion, and offers advice on practical steps needed to comply with legislation and work through the existing framework established through the New Relationship With Schools.

Appendices 3 and 4 respectively provide links to relevant legislation and to more detailed guidance on the issues covered in this document.

Background
Schools, as a matter of course, do a great deal to promote a positive and welcoming culture and ensure that all children and young people in their care are safe and are supported to fulfil their potential. There is now significant legislation relating to equality, diversity and inclusion which is under one act.

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities. This guidance sets out as simply as possible what schools need to do to ensure compliance. It suggests steps schools can take to minimise the additional work required to demonstrate they are meeting their legal obligations in respect of equal opportunities.

Definitions of Discrimination
The law refers to protected characteristics of which there are 9. These are race, gender, religion or belief, age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, sex and sexual orientation.

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

<u>Direct discrimination</u>
This is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

<u>Indirect Discrimination</u>
This, in essence, occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question, e.g. a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.

<u>Victimisation</u>

Treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

Discrimination by Perception
This is direct discrimination against an individual because others think they posses a particular protected characteristic. It applies even if the individual does not possess the actual characteristic

Discrimination by association
Direct discrimination against an individual because they associate with a another person who has a particular protected characteristic.

Harassment and bullying
Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

Harassment by others
The equality act makes the school potentially liable for harassment of employees by people who are not employed by the school (Kitchen staff and contractors)

Actions schools need to take
Employment
The effect of legislation relating to equality is that schools must not discriminate in the employment of staff on grounds of gender, transsexual status[1], race, disability, sexual orientation[2], religion or belief[3] or age[4]. With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

Discrimination with regard to pupils
Schools must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief[5]. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this.

[1] Including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment.
[2] Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.
[3] There are some limited exceptions for staff in faith schools, guidance regarding which is available in the Governors' Guide to the Law (see appendix D). Briefly at foundation and voluntary controlled schools with a religious character, the governing body may take into account any candidate's suitability and ability to preserve and develop the religious character of the school. At voluntary aided schools with a religious character, the governing body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school.
[4] In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.
[5] The requirement not to discriminate on grounds of religion or belief is expected to come into effect from April 2007. Regulations are also planned which will prohibit discrimination against pupils or potential pupils on grounds of sexual orientation (and see footnote 2 above).

- Single sex schools may of course discriminate on grounds of sex with regard to admissions, and schools with a religious character may give priority in admissions to applicants who are of their faith.
- School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- Schools must not discriminate on grounds of sexual orientation in terms of employment of staff. Regulations are expected to be made shortly which will cover discrimination against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates.
- Schools must not discriminate on grounds of age in terms of employment of staff but age discrimination legislation does not apply to the treatment of pupils or the delivery of education.

Duty to promote equality

Race

Schools are under a duty to promote equality of opportunity and to promote good relations between persons of a different race and nationality. This will be through this equality policy, which identifies action to be taken to tackle discrimination and to promote equality and good race relations across the whole area of school activity.

There is also a duty to assess and monitor the impact of policies on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups. Such steps as are reasonably practicable should be taken to publish annually the results of the monitoring. Ofsted will inspect and report on whether schools are meeting the general and specific duties.

All schools and educational establishments are required to record racist incidents.

Disability

Schools are under a duty, when carrying out their functions, to have regard to the need to:

- Promote equality of opportunity between disabled and other people;
- Eliminate discrimination and harassment; promote positive attitudes to disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The schools are required to show how they are meeting their general duty to promote disability equality across all of their areas of responsibility.

Gender (sex)

Schools have a general duty to promote equality of opportunity between men and women (including boys and girls) and a specific duty to publish a Gender Equality Scheme showing how the schools intend to fulfil the general and specific duties. Schools must revise and review the plan every 3 years and report on progress annually.

Protection against discrimination is now extended to pupils who are pregnant or undergoing gender reassignment.

Promotion and Monitoring

As set out briefly above, schools are under a number of duties through legislation on equality to promote and monitor equality and discrimination, including gathering specified evidence and publishing plans. Taken together, the requirements are to:

- Produce a written Equality, Diversity and Inclusion policy identifying action to be taken to tackle discrimination and promote equality diversity and inclusion across school activity.

- Assess and monitor the impact of equality diversity and inclusion policy on pupils, staff and parents, in particular the attainment levels of pupils from different groups, and take such steps as are reasonably practical to publish the results of this monitoring (Some aspects are reviewed half termly, termly, annual and biannually
- Publish an Accessibility Plan which is designed to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and improve the availability of accessible information to disabled pupils.
- Publish information annually on how they are meeting the aims of the general public sector equality duty on the school website.

To minimise the burden created by the need to complete these important plans, the schools produce a single 'Equalities and Community Cohesion Plan' covering all of the plans set out above and this is set out in Appendix 9 for Christ Church School and Appendix 10 for Purley Nursery School.

Appendix 3: What Do We Understand by "Disability"?

Federation Schools use the "social model" of disability:

Federation Schools "recognise that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole".

Therefore, we use the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled children may or may not have special educational needs. We recognise that social, educational and behavioural difficulties are part of this definition.

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Appendix 4: Christ Church School Child Discussions about Disability

KS1

A mixed group of KS 1 children interviewed including some with disability or family members with disability. (B1 – White British, B2 – Other Mixed, B3 – White and Asian, B4 – White British, G1 – Black Caribbean, G2 – White and Black Caribbean, G3 – White and Asian, G4 – White British)

Do you know what disabled means?

G4 – means people that have trouble learning or maybe can't talk properly. My mum teaches disabilities to people – life and cooking.
G3 – means teaching people that find it hard.
B3 – I don't exactly know what the words mean but I have seen people act younger than they are.
B4 – Someone who might help others who need to get things like clothes.

KS 1 children were not aware of the term 'disability'. However they were able to talk about certain disabilities when this term was explained to them.

Do you know anyone who has a disability – something about them that makes it a bit hard for them to join in at school?

G4 – my mum's cousin has a disability where she can't swallow properly. People help her by giving her an injection.
G3 – My great grandfather has been ill before and needed people to help him to eat.
B4 – X. (I explained that his is a medical need to help him with his blood sugar levels.) B4 knew that the teacher checked that this was going well or not.
B3 – There is a boy called Y who needs the teachers to look after him. They help him.
G4 – W has trouble walking. He has people helping him to push his wheelchair.
B4 – K has helped W.
B2 – My grandad can't hear properly and he has things in his ear to help him. He turns them on.
G1 – My grandad cannot walk properly, he needs walking sticks.
G2 – My great auntie has trouble walking and needs a walking stick to help her and she has a wheelchair for going out.
B4 – I know a disability when people can't walk as they might not have all their arms and legs.

Do we have disabled people in our school?

B3 – I know other things too. When we were getting our new classrooms ready, Z (who has left) he needed my help to not cross the lines.
G4 – G. She sometimes doesn't talk much. She looks happy though.
B1 – I have seen people in the office help W. Push him in his wheelchair and W looked happy.
B3 – W also has a thing that he can use to help him to stand up and walk. It lets him move around the playground.

Are people nice to them?

G2 – I have seen people being nice to them. A in Y5 has been nice to L.
B3 – Everyone is nice to everyone! All adults look happy and the children are happy looking too.

Could we make things better for them?

B4 – Maybe we could try to help W more when we see that no one is helping him then we could ask to help him with his wheelchair.
B1 – Maybe we could help him to walk on more things to help him get strong.
B3 – We are helpful here and kind to everyone!

KS2 – Y3 and 4

A mixed group of children were interviewed (B1 – Any Other Mixed, B2 – White British, B3 – White British, B4 – White British, G1 – Any other Black Background, G2 – White and Black African, G3 – Other White Background, G4 – Pakistani)

Do you know what disabled means?
G4 – Some people who are disabled go in a wheelchair.
G3 – That if they are disabled sometimes they have a teacher or an adult to help them and not run away.
G1 – Sometimes when someone is disabled some children can help them too.
G4 – We should be very supportive and not make fun of them.
G3 – Could be other things like wobbling or make sounds.
B2 – Sometimes they find learning hard too. They might have to ask other people to help them.
B3 – They might have things like they cannot see properly, hear or do things.
G1 – They might not be able to run properly and a doctor can help them to find out what is wrong.
G3 – Sometimes people who find it hard to speak might use actions instead.
G4 – It's not that they cannot just walk; it can be other things too.

Do you know anyone who has a disability – something about them that makes it a bit hard for them to join in at school?
G4 – W! Every day he is never on his own. In our class there are always so many people to support him and push his wheelchair.
G1 – W as well – at the end of the day his mum helps him to get home in the wheelchair. He also uses a walker to help him.
G3 – Y. He sometimes stands up in assembly and he needs support with sitting and concentrating. We see adults help him.
G4 – K – we treat everyone in the same way we always praise her work. She has people and the class help her.
G2 – S – she likes to get up and wander around. She likes to fiddle with things to help her.
G1 – G has a teacher to help her to eat and walks around the school with her. She is very happy.

Are people nice to them?
B1 – I have seen people supporting Y when he is making noises in assembly.
B3 – I think I knew someone who used to be in this school – F. She got help from the teacher and I also played with her. I think we are also beginning to help S who is new.
G4 – There is one boy who doesn't really talk and there is a teacher who always looks after him. He seems very happy at school.
G1 – I like to help others and everyone takes care of each other here at this school.

Could we make things better for them? Does the school help them to join in and do the things that other children do?
B4 – For W we could get flat escalators to help him move along the ground.
B3– For S – some quite calm time will help her.
G3 – Help them to learn more by more reading with the dog and with their teacher who helps them. This could help them learn their letters like 'c', 'b', and 'w'.
B3 – Keep having the adults working with Y to help him even more.
B2 – A place for W to learn to walk more.

<u>KS2 – Y5 and 6</u>
A mixed group of children were interviewed

(B1 – White British, B2 – Other Mixed, B3 – Black African, B4 – Other White Background, G1 – White British, G2 – White and Asian, G3 – Pakistani, G4 – White British)

Do you know what disabled means?
B3 – Not able to do things as well or that others.
G2 – Medical condition – physically or mentally.
B1 – Cut off from food and drink. Not able to use these things as easily as others.
G1 – Some people might not learn as quickly as others.
G3 – When your body doesn't move in the way it's supposed to or would like it to.

Do you know anyone who has a disability – something about them that makes it a bit hard for them to join in at school?
G1 – W has a walking thing and he has to go in a lift. Our school helps him in many ways.
B1 – This person isn't in school – he won the X-factor (BGT) as he lost his voice. Everyone was caring and helping him. He won because he was funny and everyone wanted to help him.
G2 – K – she has a teacher with her. She seems to struggle to form sentences that make sense. She seems so happy at school. She has lots of friends.
B3 – Y – he has a teacher with him all the time. He shouts things out and makes random noises. He also always looks happy though.
G1 – H is in his Y's class and he is his friend.
G2 – The school is doing a good job in helping people as we explain it to people. The school teaches it to us in small ways that this is all normal and how to behave. Teachers always correct if someone is mean about anything.
B4 – When M was in our school (in my sister's class) he had a 1:1 to help him.
B3 – The school will always try to help them 1-2-1 when they are struggling to learn to help them and not hold others back.
G2 – 1-2-1 is really good so relationships can be strong and to understand the child's needs.

Are people nice to them?
G1 – There used to be a boy in H's class called F. He was really nice and he had an adult with him.
G2 – People take more care of them. People are not as rough with W, they don't want to bump into him so that they don't hurt him. Other people will look out for him.
G4– They help W to walk when he doesn't have his walking thing – someone is always by his side.
B1 – W can have adults or children helping him to assembly. They help him to walk and keep him company.
G1 – This morning I saw C being nice and talking to W on his walk down to the hall.
G2 – When W is in his wheelchair they push him and no one in his class sees themselves as different to them.
G4 – Most of the time when Y is in assembly he might make noises and people always help him to keep him calm.
G2 – Y with his friends in the playground – he is always included. He is never told off for making the noises.
G1 – With K I always see J's sister playing with her. I think they are best friends.
G2 – They are not given obvious 'special' treatment – they are not being treated as being 'very different'. Lots of children go out for different things and different support. They have made bonds with people in the class.

Could we make things better for them? Does the school help them to join in and do the things that other children do?
All thinking…!
G2 – Sometimes people do complain if they are taken out of a lesson they are enjoying. Might show what they can or can't do more. The children seem happy so the school is doing the right thing.
B2 – I think we are doing a good job because all the children that need help are getting it.

Children all seem to think we are doing well at helping the children at Christ Church School.

Appendix 5: Equality, Community Cohesion and Accessibility Policy Questionnaire:

This questionnaire is designed to elicit your views about how Christ Church Primary School and/or Purley Nursery School meet your individual needs. It is being carried out as part of our review under the Equalities Act 2010.

I am a member of staff at Purley Nursery School [ ]

I am a member of staff at Christ Church Primary School [ ]
I am a parent at Purley Nursery School [ ]
I am a parent at Christ Church Primary School [ ]
I am parent at both schools [ ]
I am a governor [ ]

Are you affected by a disability in one of the following capacities? (please tick any / all which apply)

Mobility [ ]
Physical coordination [ ]
Manual dexterity [ ]
Continence / incontinence [ ]
Ability to lift, move, carry everyday items [ ]
Speech / hearing impairment / sight impairment (other than corrected by prescribed corrective glasses / lenses) [ ]
Memory or ability to learn, concentrate or understand [ ]
Perception of risk [ ]
Long-term medical needs e.g. diabetes or epilepsy [ ]
Mental health (including diagnosed eating disorder and depression) [ ]
Cancer or cancer survivor [ ]
Other (please specify) [ ]

Other may include: Asthma; Diabetes; Disfigurement; Lack of limbs; Sickle cell; Short stature; Gross obesity; Significant dyslexia; Epilepsy; Autism; ADHD diagnosed; Non-Verbal (non-speaking in school or work); Living with someone with a dependency (drug, alcohol)

Are there any issues for you in interacting with the schools in relation to your gender, race, religion or disability?

How do the schools currently meet your needs?

Are there situations which you currently find difficult?

In what ways could the schools help you further?

Appendix 6: Disability Audit

Disabled children in our Federation Schools updated June 18

Class	Number of Children With Disability
N	7
R	5
1	13
2	12

3	5
4	6
5	5
6	4

The Executive Head Teacher, SENCO and class teachers for Christ Church School and the Head of School for Purley Nursery School keep a comprehensive list of the children who are classed as disabled and the potential difficulties which they may face. Their needs are reviewed each term through ASPs and progress reviews.

Staff in our Federation Schools- *An audit is carried out every 3 years – updated June 18, next audit due June 2021*

Category	**Staff at CC**	**Staff at PN**	**Governors**
Total number of responses	26	8	6
Ability to lift, move and carry everyday items	1		
Physical coordination	1		
Speech, hearing or sight impairment	1		
Memory or ability to learn and concentrate			1
Long-term medical needs e.g. diabetes, epilepsy			
Cancer or cancer survivor	3		
Mental health including diagnosed eating disorders	3		
Asthma	2		
Other			1

Parents and carers of children in our schools – An a*udit is carried out every 3 years – updated June 18, next audit due June 2021*

Category	**Parents /Carers of CC children**	**Parents/ Carers of PN children**	**Parents/Carers of PN and CC children regarding CC school**	**Parents/Carers of PN and CC children regarding CC school**
Total number of responses	63	32	7	3
Ability to lift, move and carry everyday items		3		
Physical coordination	1			
Speech, hearing or sight impairment	1			
Long-term medical needs e.g. diabetes, epilepsy	1			
Mental health including diagnosed eating disorders	1	1		
Other (heart issues)	1			

In the equalities survey for Purley Nursery School carried out in June 2018, no issues came to light in relation to family background, race, gender or disability. All parents and staff felt the school was very good at meeting the needs where parents had any. Comments about how needs were met included:

'They meet all my child's needs. She is very happy here.'

'Observes various religious holidays and teaches children about lots of cultural topics.'

'In every way.'

'They provide what appears to be a very complete nursery education and are flexible with changes in needs of childcare.'

There were a few suggestions as to how the school could help further, but none that related to equalities issues.

In the equalities survey for Christ Church Primary School carried out in June 2018, almost all parents and staff felt the school was very good at meeting the needs in relation to family background, race, gender or disability. Comments about how needs were met included:

'Needs fully met & understood.'

'Some pastoral support.'

'By allowing me to adapt when needed.'

'I think the school meets our needs.'

'Brilliantly.'

'I am really happy. Always available when I need any support re my child.'

'Yes, they provide double time slot for parent evening and provide BSL interpreters for shows i.e. Christmas and End of Year production and as well providing scripts too.'

'Exceeding expectations.'

'The school is doing a fantastic job.'

There were a few suggestions as to how the school could help further, but only three that related to equalities issues.

- One member of staff would like more rapid support for when parents or children become aggressive and suggested some sort of internal alert system should be put in place to secure the support of the senior leadership quickly at such times.
- Two parents thought there were equality issues in relation to race. One of these suggested that the school should understand black culture better.
- One parent with hearing impairment suggested that for any meetings the school hold after school or in the evening regarding trips, meet the teachers etc., someone could make notes of the meeting including any questions asked with answers and email it out.

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Appendix 7: Equalities, Community Cohesion and Accessibility Plan for Christ Church – September 2021

New actions are usually agreed after an extensive analysis of the equalities data by the HT, DHT and a governor. The actions outlined for those areas where monitoring identified a need for action. These are reported on in a variety of places as part of established systems. Due to the Covid pandemic, there is no data for the academic year 2019 to 2020 or 2020 - 2021 so targets have been amended based on current knowledge of the school - June 2020

Actions termly SEND analysis reported to the curriculum committee

- SEND targets and provision to continue to be adjusted termly following ASP reviews.
- EHCPs are applied for as required.
- Increased support in class is adjusted responsively during the year for those children were reviews indicate this is necessary
- Increased Specialist Teacher time is allocated to children with significant literacy difficulties
-
- Appraisal targets for some support staff to focus on developing children's reading and writing for extended periods of time.
- TA training and learning walks to focus on support and assessment for key children.
- CAMHS referrals are completed as required

Actions – Annual Gender achievement analysis to be reported to the curriculum committee

- Continue to embed 'Talk for Writing' which seems to be effective in closing any gender gaps in writing attainment and progress.
- Maintain attention to strategies and themes that engage boys.

Actions Annual Pupil Premium Children achievement analysis reported to the curriculum committee

- Pupil Premium pupils remain a focus for attention in progress reviews so that steps are taken where necessary to provide additional support. Data in 2019 showed all PP pupils made good progress but did not make more progress than their peers. The focus now needs to be on these children making accelerated progress to close the attainment gap.
- Where good progress has not been made by Pupil Premium Pupils, further intervention has been planned from September 2020.
- Data to be analysed to reflect progress made by those Pupil Premium Pupils with no SEND.

Actions as a result of EALdata analysis reported to the Full Governing Body after the review of this policy

- EAL support for those more fluent in English to be tailored to focus on reading comprehension at KS 2
- Bells assessment to be completed on all children to analyse gaps so provision can address areas of need.
- Termly meetings with EHT to review progress of children and set new targets for the term ahead

Actions as a result of annual prior attainment monitoring

- Raise awareness among teachers of the increasing gender gap in the identification of higher attainers, mathematicians and writers.
- Encourage teachers to actively promote the participation of higher attaining girls in maths sessions.

Actions as a result of monitoring attendance summer 2019

- Appoint attendance support officer to track attendance weekly and support families with improving attendance
- Ask attendance officer to analyse absence rates according to contextual groupings

Actions as a result of monitoring of engagement in extended schools activities.

- If there are sufficient funds continue to ensure Pupil Premium children benefit from extended schools provision. Ensure that parents are made aware that this is an option.
- Continue to encourage children to break through the gender barriers in sports.
- Find out why EAL children don't participate in clubs – is it the type of provision on offer or the communication?
    - Translate letters where applicable.
    - Create a survey for club participation that includes pupil voice.

Actions as a result of the equality, diversity and inclusion monitoring reported to the Full Governing Body after the review of this policy

- School to continue to be proactive about booking a BSL signer for assemblies, church services and information sessions for parents.
- Supply scripts for assemblies and services where possible.
- The school should make sure that understanding of disability is part of PSHE particularly for classes without children with disability.
- Disability awareness assembly to be booked each year.
- Staff training in unconscious bias and to develop deeper understanding of cultural diversity.
- Where meetings the school holds after school or in the evening regarding trips, meeting the teachers etc., are relevant to the hearing impaired parents and carers, make notes of the meeting including any questions asked with answers and email it out.
- Develop a rapid response plan to support staff when parents or children become aggressive.
- Establish a curriculum working party to develop the curriculum that reflects and celebrates the diversity of ethnic groups within our school.
- School to liaise with supply agencies to ensure staff they send have had training in Equality for all.

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Appendix 8: Equalities, Community Cohesion and Accessibility Plan for Purley Nursery School

Planned actions as a result of the equality, diversity and inclusion monitoring will be reported to the Full Governing Body after the review of this policy:
Due to the Covid pandemic, there is no data for the academic year 2019 to 2020 so targets have been amended based on current knowledge of the school - June 2020

Actions termly SEND analysis reported to the curriculum committee

- SEND targets and provision to continue to be adjusted termly following ASP reviews.
- SEND Inclusion Funding is applied for as required.
- Appraisal targets for key worker staff to focus on developing children's communication and language skills and developing positive attitudes to learning through Characteristics of Effective Learning skills'.
- TA and Keyworker training and learning walks to focus on support and assessment for key children.
- Purchase resources to support children's learning – sensory materials and toys such as light and dark and shiny resources, musical toys for children with sensory needs.

Actions – Annual Gender achievement analysis to be reported to the curriculum committee

- Raise awareness among teachers and key workers of the increasing gender gap in the identification of higher attaining mathematicians and mark making.
- Maintain attention to strategies and themes that engage boys in mark making through the Julie Cigman Writing Project.
- Continue to encourage children and parents to break through the gender barriers in sports and play resources.

Actions Annual Early Years Pupil Premium (EYPP) Children achievement analysis reported to the curriculum committee

- Early Years Pupil Premium (EYPP) pupils remain a focus for attention in progress reviews so that steps are taken where necessary to provide additional support.
- Ensure children in receipt of EYPP have access to Seesaw, Home School Library, quality learning resources available at home.
- Data to be analysed to reflect progress made by those Early Years Pupil Premium pupils with no SEND.

Actions as a result of EAL, Ethnicity data analysis reported to the Governing Body biannually after the review of this policy

- Audit dual language texts for children to ensure we are being inclusive.
- Ensure images of children and photographs used within the setting and online reflects the diversity of the community.
- Ensure recruitment of new staff is inclusive.
- Ensure admissions of children is fully inclusive reflecting the diversity of the community.
- Translate letters where applicable.
- Ensure parents are guided to use the translate option on Seesaw.

- Ensure that visiting agencies to enhance pupils' learning represents a rich and diverse curriculum.
- Establish a curriculum working party to develop the curriculum that reflects and celebrates the diversity of ethnic groups within our school.
- Staff training in unconscious bias and to develop deeper understanding of cultural diversity.

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