



## Equality policy; equality objectives; accessibility plan

Summer 2024

### Introduction

We want our schools to be happy and healthy places to learn (St James': ...to achieve and believe) for **everyone**.

We are committed to advancing equality and promoting respect for difference and diversity in everything that we do. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Doing so will help to ensure the vision for our schools to be happy and healthy places.

### The legal framework

We welcome our duties under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#). This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The requirements under the **Equality Act 2010** include to:

- have due regard to the need to eliminate unlawful discrimination, harassment and victimisation
- 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 – through tackling prejudice and promoting understanding

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

As a guide, when deciding whether an adjustment is reasonable, we consider:

- how effective the change will be in avoiding the substantial disadvantage
- the practicality of the change
- the cost
- our resources and size
- the availability of financial support

The act covers the following protected characteristics:

- age (as appropriate for schools)
- disability
- gender reassignment
- marriage and civil partnership (as appropriate for schools)
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

Definitions of each characteristic are included as an appendix. Every person has several of the protected characteristics, so the act protects everyone against unfair treatment.

The **Public Sector Equality Duty** is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act, having due regard to:

- eliminating unlawful discrimination, harassment and victimisation

- advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

## Guiding principles

In fulfilling our statutory duties, we are guided by eight principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value.

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

### **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; mutual respect; positive interaction; good relations and dialogue; and an absence of prejudice-related bullying and incidents.

### **Principle 4: We ensure that the recruitment, retention and ongoing development of staff, volunteers and governors is undertaken in a fair and equitable manner to support our schools' vision and values**

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

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people.

### **Principle 6: We consult widely**

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones, where appropriate.

### **Principle 7: We feel that the community 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.

### **Principle 8: We work to ensure that everyone has access to a healthy lifestyle**

Our aim is to be a happy and healthy place to learn and place to work. As such, we aim to ensure our provision (curriculum, wider provision, food in school etc) supports healthy living for all.

## Practical application

Eliminating discrimination, advancing equality of opportunity, and fostering good relations are all integral to ensuring Sphere Federation schools are happy and healthy places to learn (St James': ...to achieve and believe). Having due regard to the Public Sector Equality Duty and the principles above are therefore fundamental to what we do in school, in particular our curriculum for Living and Learning (our name for Personal, Social, Health and Economic Education; refer to the Living and Learning Curriculum Guide) which includes

- learning about protected characteristics
- learning about fundamental British values (democracy, rules and laws, individual liberty, respect and tolerance), and
- promoting pupils' spiritual, moral, social and cultural (SMSC) development.

### **Eliminating discrimination**

Sphere Federation schools are aware of our obligations under the Equality Act 2010 and comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act (eg during meetings and in dedicated CPD).

Sphere Federation schools are opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality. There is guidance in the Positive Relationships Policy on how prejudice-related incidents are identified, assessed, recorded and dealt with. We report to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at each of the Sphere Federation schools and how they were dealt with.

Teachers and school leaders challenge discrimination and stereotypes across the curriculum (eg the list of featured scientists, artists, designers which feature in the Science, Art and Design and Technology (refer to the Science

Curriculum Guide and the Topic Curriculum Guide), and whenever it is required or appropriate (eg if a pupil were to make a homophobic remark, it would be challenged in an age-appropriate way, such as by saying ‘*You’ve used the word gay, but not in the right way*’, with consequences – see the Positive Relationship Policy).

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, Sphere Federation schools aim to advance equality of opportunity by removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (eg pupils with disabilities, pupils who are being subjected to homophobic bullying); taking steps to meet the particular needs of people who have a particular characteristic (eg considering Muslim pupils who fast during the period of Ramadan); and encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in the full range of Sports Day activities).

In fulfilling this aspect of the duty, we review outcomes (eg attainment data) to assess how pupils with different characteristics are performing in order to determine strengths and areas for improvement, and subsequently implement actions in response. We actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the eight principles outlined above. We monitor the impact of our teaching in terms of sex, age, race, disability and other protected characteristic when appropriate and useful to do. In addition, we monitor in terms of socio-economic background, special educational need, and whether English is an additional language. We review the impact of teaching across years and across Sphere Federation schools and nationally to support the principles of equality set out here.

### **Fostering good relations**

Sphere Federation schools 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. Our curriculum, in particular the curriculum for Living and Learning, plays an important part in promoting equality, particularly by fostering good relations across all characteristics, tackling prejudice, and promoting understanding (eg Living and Learning includes learning every year about the protected characteristics, and being the same and being different). Other subjects play a significant role, too eg teaching in RE, where pupils learn about and celebrate the diversity of faiths and beliefs in their community, and as part of teaching and learning in Reading, where pupils are introduced to literature from a range of cultures. School assemblies (St James’: collective worship) and themed weeks (eg Me and My Communities) also play a role in fostering good relations.

### **Equality considerations in policies, practices and decision-making**

We ensure we have due regard to equality considerations whenever significant decisions are made. We consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip cuts across any religious holidays, is accessible to pupils with disabilities, and has equivalent facilities for boys and girls.

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

- pupils’ progress, attainment and assessment
- pupils’ and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor 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
- participation of groups in wider school activities
- preparing all members of the learning community for living and positively contributing to a diverse society

This policy links to our School Improvement Plans, our Curriculum Guides, our Positive Relationships Policy and others. Equality is fundamental to what we do, therefore this list is not intended to be exhaustive as the principles set out here are far-reaching.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Roles and responsibilities**

The governing body:

- ensures 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

- ensures that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- delegates responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The head of federation:

- promotes knowledge and understanding of the equality objectives among staff and pupils
- monitors success in achieving the objectives and reports back to governors
- ensures staff and governors are offered the opportunity to engage in appropriate training and development

The heads of each Sphere Federation school

- support the head of federation in fulfilling the above responsibilities
- have day-to-day responsibility for co-ordinating implementation of the policy statement

All school staff are expected to have regard to this document and to work towards fulfilling the aims and principles set out; for example (the following is not intended to be exhaustive), they:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues

## Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures eg the grievance or disciplinary policy.

## Monitoring and review

We update the equality information we publish annually.

This document is reviewed by Sphere Federation leaders including governors in accordance with the Governing Board's schedule of policy review (or at least every four years). When reviewing this policy, we take account of quantitative data (such as data related to progress and attainment) and qualitative data (such as other monitoring and evaluating exercises).

We're always keen to hear the views of parents, pupils, staff and members of the local community, not least any views relating to the issues set out here. Please do let us know. Similarly, we consult and involve those affected by inequality in the decisions we take to promote equality.

## Publishing information

This policy is available electronically on the school website and as a hard copy on request at the school office.



**ST JAMES'**  
Church of England  
Primary School


### St James' CE Primary only: Christian values

Although we follow the same agreed principles and practices that are set out in this policy, St James' CE Primary has a distinctive Christian ethos. To support this, we have adopted six core Christian values (see below). As you would expect, these values are fundamental to the dignity and respect for all. They play a major part in how we treat others around us, regardless of our differences. Examples are in brackets.

- compassion (*promoting compassion for others regardless of differences – 'love... binds everything together in perfect harmony'*)
- courage (*promoting courage to stand up to prejudice and ensure fairness in life*)
- forgiveness
- honesty (*we want our children to feel honest about who they are and confident they will be treated fairly and with regard for equality*)
- peace
- perseverance (*sometimes, we have to persevere to help others see beyond bias and prejudice, to promote happy relationships for all*)

# Appendix: Living and Learning age-related expectations

Living and Learning age-related expectations that directly relate to equality are shown below. Those in blue relate directly. Refer to Living and Learning Curriculum Guide for up-to-date expectations and other content related to the Sphere Federation curriculum for personal development.

Citizenship: Living in the wider world	Citizenship: Living in the wider world	Citizenship: Living in the wider world
<p>The areas below are non-statutory content but contribute to children’s personal development, too:</p> <p><b>British values:</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy:</b> I know that democracy means going with the preference of the majority after a vote.</li> <li>• <b>Individual liberty:</b> I can talk about rights and responsibilities.</li> <li>• <b>Respect and tolerance:</b> I respect myself and others.</li> <li>• <b>Respect and tolerance:</b> I respect equality and diversity in a diverse community.</li> <li>• <b>Respect and tolerance:</b> I listen to and consider the views of others and respond politely.</li> <li>• <b>Rule of law:</b> I know the importance of rules in school and in the UK.</li> <li>• <b>Rule of law:</b> I know what is right and wrong, good and bad.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>• I know that it’s important to treat everyone around me fairly.</li> </ul> <p><b>Me and my money</b> (this is one of four themed weeks):</p> <ul style="list-style-type: none"> <li>• I know money is an important part of most people’s lives.</li> <li>• I know the difference between something I need and something I might want.</li> <li>• I understand that people make different choices about how to save and spend money.</li> <li>• I know I have choices about saving and spending my money.</li> <li>• I know I can keep my money in different places and some places are safer than others eg a bank or a money box.</li> <li>• I can compare the cost of some everyday products.</li> <li>• I can describe where my money comes from eg earning, finding, borrowing, being given.</li> </ul> <p><b>Staying safe</b> (this is one of four themed weeks):</p> <ul style="list-style-type: none"> <li>• I know that it’s important to stay safe in different settings.</li> </ul> 	<p>The areas below are non-statutory content but contribute to children’s personal development, too:</p> <p><b>British values:</b></p> <ul style="list-style-type: none"> <li>• I can explain why British values (democracy, rule of law, individual liberty, tolerance and respect) are important.</li> <li>• <b>Democracy:</b> I know what democracy means, and can describe examples of democracy in school and nationally.</li> <li>• <b>Individual liberty:</b> I know that having rights comes with having responsibilities.</li> <li>• <b>Individual liberty:</b> I know the importance of responsible behaviours and actions.</li> <li>• <b>Respect and tolerance:</b> I’m aware of different groups and communities, and understand the importance of respecting these.</li> <li>• <b>Respect and tolerance:</b> I listen to and consider the views of others and respond respectfully, even when I disagree.</li> <li>• <b>Rule of law:</b> I know the importance of rules, and can imagine what life might be like without them.</li> <li>• <b>Rule of law:</b> I can consider the impact on others of what is right and wrong, good and bad.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>• I can talk about protected characteristics.</li> <li>• I know that it’s important to treat everyone fairly.</li> </ul> <p><b>Me and my money</b> (this is one of four themed weeks):</p> <ul style="list-style-type: none"> <li>• I can make spending choices based on my priorities, needs and wants.</li> <li>• I know why people use current accounts and savings accounts.</li> <li>• I know people can pay for things using cash or electronically.</li> <li>• I know that sometimes people save money and can describe reasons why.</li> <li>• I know that sometimes people borrow money (eg for a house) but they have to pay it back and this can have consequences such as getting into debt.</li> <li>• I have an awareness of the price of some everyday products.</li> <li>• I know there is a range of jobs – paid and unpaid.</li> <li>• I understand that some people choose to donate to charity.</li> </ul> <p><b>Staying safe</b> (this is one of four themed weeks):</p> <ul style="list-style-type: none"> <li>• I am aware of risks associated with different situations and the importance of staying safe in these settings.</li> </ul>	<p>The areas below are non-statutory content but contribute to children’s personal development, too:</p> <p><b>British values:</b></p> <ul style="list-style-type: none"> <li>• I can talk about British values.</li> <li>• I can explain why British values (democracy, rule of law, individual liberty, tolerance and respect) are important and relevant.</li> <li>• <b>Democracy:</b> I know that democracy is important, and the decisions I make should be careful and informed.</li> <li>• <b>Democracy:</b> I know that democracy is precious, and can imagine what life might be like without it.</li> <li>• <b>Individual liberty:</b> I know that having rights comes with having responsibilities and I consider this in different situations in society.</li> <li>• <b>Individual liberty:</b> I am aware of a delicate balance between rights and responsibilities.</li> <li>• <b>Respect and tolerance:</b> I respect and value equality and diversity in a diverse country.</li> <li>• <b>Respect and tolerance:</b> I listen to and consider the views of others and articulate a well-thought-out response.</li> <li>• <b>Rule of law:</b> I can consider what is right and wrong, good and bad, and how the decisions we make should be careful and informed.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>• I can explain why protected characteristics are important and relevant in a diverse society.</li> <li>• I would be ready to question or challenge if I was aware of someone or a group being treated unfairly.</li> </ul> <p><b>Me and my money</b> (this is one of four themed weeks):</p> <ul style="list-style-type: none"> <li>• I understand the importance of budgeting to help me stay in control of my money.</li> <li>• I understand features of a bank account: balance, overdraft, interest.</li> <li>• I know that interest may be added to money I save (benefits) and borrow (risks and consequences).</li> <li>• I understand the difference between debit cards and credit cards.</li> <li>• I can compare the price of products by checking the unit price.</li> <li>• I know that the money people earn is taxed and what this tax is used for. I understand that people have different views and values about money and jobs.</li> </ul> <p><b>Staying safe</b> (this is one of four themed weeks):</p> <ul style="list-style-type: none"> <li>• I understand risks associated with different situations and the importance of staying safe in these settings.</li> </ul>

## Appendix: Definitions of the protected characteristics

Source (black text): Equality and Human Rights Commission

<https://www.equalityhumanrights.com/equality/equality-act-2010/protected-characteristics#age>

Other sources information and examples can be found here:

<https://www.dundee.ac.uk/corporate-information/protected-characteristics-explained>

<https://www.bbk.ac.uk/about-us/equality/protected-characteristics>

### Age

A person belonging to a particular age (eg 32 year olds) or range of ages (eg 18 to 30 year olds).

### Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

### Gender reassignment

Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.

### Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

### Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### Race

A race is a group of people defined by their colour, nationality (including citizenship), ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.

### Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

### Sex

A man or a woman.




### Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## Appendix: Equality data (November 2023)

As part of the Public Sector Equality Duty, schools are required to share information relating to any 'persons who share a relevant protected characteristic who are affected by its policies and practices.' This means broadly reporting the demographic information at your school for the protected characteristics. However, some of the characteristics apply to very small numbers (if any at all) and others don't apply to primary schools. In line with [The UK General Data Protection Regulation \(GDPR\)](#) and [DfE Equality Act 2010: advice for schools](#):

- we do not currently supply information on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation
- we have aggregated numbers in any category where there are fewer than five children

	 SCHOLES Scholes (Elmet) Primary School	 MOORTOWN Primary School	 ST JAMES' Church of England Primary School
<b>total number of pupils</b>	<b>331</b>	<b>210</b>	<b>141</b>
<b>race</b>			
Arab	-	-	-
Asian and any other ethnic group	-	-	-
Any other ethnic group	-	-	-
Any other mixed background	5	-	7
Bangladeshi	-	-	-
Black and any other ethnic group	-	-	-
Black Caribbean	-	-	-
Chinese	-	11	-
Egyptian	-	-	-
Greek	-	-	-
Gypsy / Roma	-	-	-
Indian	-	42	-
Kashmiri Pakistani	-	-	-
Lebanese	-	-	-
Other Asian	-	7	-
Other Black African	-	-	-
Other Pakistani	-	30	-
Refused	-	1	2
White British	294	84	108
White Irish	-	-	-
White and any other Asian background	-	9	6
White and any other ethnic group	-	-	-
White and Black African	-	-	-
White and Black Caribbean	12	-	-
White European	-	-	-
White other	7	5	5
Aggregated numbers where there are fewer than five pupils	13	21	13
<b>religion or belief</b>			
Christian	70	32	23
Hindu	-	8	-
Jew	-	-	-
Muslim	-	47	-
No religion	253	72	92
Other religion	-	-	13
Refused	-	-	3
Sikh	-	28	-
Not specified	-	19	9
Aggregated numbers where there are fewer than five pupils	8	4	1
<b>sex</b>			
male	173	117	60
female	158	93	81

## Appendix: Equality objectives 2023-26 (July 2024 review)

Sphere Federation schools are committed to securing the principles of equality at all times. We have on-going equality objectives which include

- narrow gaps in attainment by monitoring and analysing pupil achievement by race, sex, socio-economic background and other characteristic
- act on any trends or patterns in the data that require additional support/challenge for pupils
- increase levels of parental and pupil engagement in learning and school life, across all activities, to ensure equity and fairness in access and engagement

As part of the Public Sector Equality Duty, schools are required to set equality objectives every four years. The objectives listed below are in addition to on-going objectives. We've placed the objectives under three headings which correspond to the Public Sector Equality Duty. See also the Accessibility Plan (below). The objectives, and progress towards them, are reviewed annually.

### Eliminating discrimination:

#### Awareness and understanding of protected characteristics

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
There is very little discriminatory behaviour amongst pupils currently and we want to ensure this continues to be addressed so that no serious incidents take place at all.	Implement a new long-term plan for Living and Learning which features protected characteristics even more explicitly.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Head of Federation Living and Learning leader Teachers	2022-23, with explicit reference to protected characteristics in Autumn 1	Learning conversations with children, with agreed success criteria as to children's awareness and attitudes

#### June 2023 review notes:

Our monitoring showed that pupils have a healthy regard for the importance of equality and more widely the fundamental British values which include respect and tolerance (understanding that we all don't share the same beliefs and values; respecting the values, ideas and beliefs of others whilst not imposing our own others) and protection of rights and the right of others.

**Next steps:** We want to continue to develop this in 2023-24 and beyond so more pupils, more of the time, can remember and name more of the protected characteristics and British values at an appropriate age-related level.

#### June 2024 review notes:

External monitoring at two Sphere Federation schools (Spring/Summer 2024) indicates this Equality Objective has been largely achieved. (At the time of writing, the third Sphere Federation school had yet to welcome this external monitoring.)

Internal monitoring also backs this up.

A particularly successful initiative across Sphere Federation was the introduction of Tuesday ViewsDay assemblies (St James' CE Primary: collective worship). Children are invited to share their views and ideas on a particular subject, which may include current affairs. At the end of each assembly (or collective worship), a link is made to British values and protected characteristics.

**Next steps:** We want to secure this in 2024-25 and beyond so more pupils, more of the time, can remember, name and talk about with a clearly positive outlook the protected characteristics and British values at an appropriate age-related level. (SIP#1)



## Eliminating discrimination: Review wraparound care provision

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>Wraparound care across all three Sphere Federation schools is now in-house, and we have a newly appointed coordinator to monitor provision. This person is part of the SEND team, so this is an opportunity to check that wraparound in no way discriminates.</p>	<p>As part of regular monitoring monitoring that is being put in place (Summer 2024), incorporate checks around equality and accessibility.</p>	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>Wraparound Care Coordinator</p>	<p>Full review: July 2025</p>	<p>Completed review; any areas for improvement identified are actioned</p>
<p><b>June 2024 review notes:</b> This is an additional action identified in the 2024 Equality and Accessibility Review, so no previous notes. (See also Accessibility Plan Objective: Improve access to the curriculum for pupils with a disability.) (SIP#2)</p>					

## Advancing equality of opportunity: Ensure recruitment procedures are fair

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
In Spring 2, 2021-22 there is an extensive recruitment process for at least one teacher in all three schools, so it is a good opportunity to review across Sphere Federation.	Undertake an analysis of recruitment data and trends with regard to race, sex and disability	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Sphere Resources Manager	Summer 1, 2021-22	Long-listing and shortlisting and final selection all evidenced clearly
<p><b>June 2023 review notes:</b> Online DfE application forms, unlike older Leeds City Council ones, do not include an equal opportunities form, meaning we can't easily/accurately conduct a comprehensive review. However, the 2021-22 teacher recruitments were moderated by other Sphere Federation senior leaders and the conclusion was that recruitment procedures are fair. Furthermore, both the 2021-22 and 2022-23 teacher recruitments involved a greater proportion of candidates than ever before to be shortlisted, meaning teaching is observed so we can be definite recruitment is based on teaching skills alone.</p> <p><b>June 2024 review notes:</b> 2023-24 teacher recruitment process continued to be rigorous: longlist of candidates is reviewed by three different Sphere Federation leaders to reduce to shortlist; shortlist includes up to 16 candidates who are observed teach by two different leaders and observed take part other activities (including one relating to safeguarding) by two other leaders; final recruitment round candidates are interviewed in two phases by five leaders in total. Involvement of so many senior leaders across Sphere Federation helps to ensure equality of opportunity. Two new recruitment activities prioritise safeguarding.</p> <p><b>Achieved</b></p>					

## Advancing equality of opportunity: Efficient reviews and swift identification of individuals' core learning needs

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>The assessment schedule, its links to the school improvement plans, and the assessment coordinator are new in 2021-22. It is proving effective, but needs to be more efficient so we can more readily advance equality of opportunity.</p>	<p>Review and revise assessment schedule</p>	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>Subject leaders for Reading, Writing, Maths</p>	<p>September 2022</p>	<p>Heads of School report assessment schedule more efficiently identifies individual pupil need</p>
<p><b>June 2023 review notes:</b> The changes made in 2021-22 were constructive: processes were clearer and more efficient. We continue to review and refine what we do. In 2022-23, where appropriate, we introduced Support Champions to work across multiple classrooms delivering additional support to children identified as falling behind with specific learning. The initiative has helped to advance equality of opportunity. There have been barriers to the successful intervention in some instances eg funding; staffing (stemming from Covid-related illnesses). During the year, how we monitor and evidence interventions for Reading, Writing and Maths has been reviewed so that we can more efficiently evaluate the support we provide and monitor the progress of pupils who are at that point the lower attaining. <b>Next steps:</b> In 2023-24, we will continue to develop this aspect. The priority will be for pupils who are at the early stages of reading, regardless of their age and class.</p> <p><b>June 2024 review notes:</b> In 2023-24, the role of the Support Champions (now with a more focused role: Early Reading Champions) continued to be established and processes and practices continued to be refined. External monitoring at two Sphere Federation schools (Spring/Summer 2024) indicates this Equality Objective has been largely achieved: "Pupils who need extra help to keep up and catch up, receive the support they need from a phonics champion. Pupils read confidently and enthusiastically' (refers to Moortown Primary, Spring 2024). 'Pupils who struggle to read are identified early because checks on pupils' knowledge of phonics are often and accurate. Additional support is provided when needed' (refers to Scholes (Elmet) Primary, Summer 2024). (At the time of writing, the third Sphere Federation school had yet to welcome this external monitoring.) <b>Next steps:</b> In 2024-25, we want to embed the role of the Early Reading Champions and carry out a comprehensive and longer-scale quality assurance exercise at a senior leadership level. (SIP#3)</p>					

## Advancing equality of opportunity: Review curriculum enhancements

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>The long-term schedule for class trips was over-hauled in 2023-24. It needs to be reviewed to ensure that there is equality of opportunity.</p>	<p>Ahead of trips, consideration is always made to accessibility and learning needs.</p> <p>Process in place to gather the views of stakeholder following trips.</p>	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>All teachers planning trips Educational Visits Coordinator Science and Foundation Subjects Leader</p>	<p>2024-25 Cycle B and 2025-26 Cycle A of the curriculum and corresponding schedule of trips</p>	<p>Teacher feedback individual pupil feedback where applicable</p>
<p><b>June 2024 review notes:</b> This is an additional action identified in the 2024 Equality and Accessibility Review, so no previous notes. (See also Accessibility Plan Objective: Improve access to the curriculum for pupils with a disability.) (SIP#4)</p>					

## Fostering good relations:

More children can talk with understanding, confidence and positivity about different religions

Why is this an objective?	What actions are needed?	Which school?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
<p>External monitoring at one school and anecdotal evidence in the other two schools suggests there is confusion amongst pupils about religions and we believe greater subject knowledge will act as an important foundation stone on which to build positive attitudes.</p>	<p>Revise RE long-term plan. CPD amongst teachers of RE to increase awareness of RE age-related expectations.</p>	<p>St James' CE Primary Moortown Primary Scholes (Elmet) Primary</p>	<p>Head of Federation Foundation Subjects Leader RE teachers</p>	<p>RE long-term plan to be completed for September. CPD to take place periodically throughout 2022-23.</p>	<p>Learning conversations with children, with agreed success criteria as to children's awareness and attitudes</p>
<p><b>June 2023 review notes:</b> Linking to the protected characteristic of religion and belief, RE learning conversations (Spring 2) amongst Y6 pupils in all three Sphere Federation schools evidenced positive attitudes to people with different faiths as well as showing an increasing number of pupils with a good knowledge of different religions (particularly so at St James' CE Primary where re-caps at the start of lessons are more embedded). One comment about sexual orientation appeared to stem from a strict and/or traditional religious point of view, passed around the playground. In 2023-24, we will continue to tackle sensitively but clearly misconceptions like this in assemblies and Relationships and Sex Education lessons.</p> <p><b>June 2024 review notes:</b> External monitoring at one Sphere Federation school indicates there is still room to improve in this area. Moreover, the Religious Education syllabus 'Believing and Belonging' (the statutory curriculum for maintained community, voluntary-controlled and foundation schools in Leeds has been updated and must be implemented from September 2024. This presents us with an opportunity to revise the Sphere Federation curriculum and long-term planning in order to ensure pupils have greater understanding about different religions. <b>Next steps:</b> In 2024-25, we want to revise the Sphere Federation curriculum and long-term planning, possibly to develop our own sequences of learning to ensure greater clarity and understanding. (SIP#5)</p>					

## Appendix: Accessibility plan 2023-26 (July 2024 review)

Under the Equality Act 2010, all schools are required to have an accessibility plan. We include our Accessibility Plan here as it clearly links to the Equality Policy and the Equality Objectives: by making aspects of our schools more accessible, we're also having due regard to the Public Sector Equality Duty by advancing equality of opportunity.

The purpose of this plan is to show how Sphere Federation schools will continue to ensure as far as reasonably possible accessibility for pupils with particular needs.

Our schools are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Equality Act 2010:

- improving access to the curriculum for pupils with a disability
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to pupils with a disability

### **Definitions and legalities**

According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with various other school policies, strategies and documents, including the Sphere Federation Equality Policy (above), Special Educational Needs Policy; Positive Relationships Policy; School Improvement Plans; aims and ethos. The complaints procedure covers the Accessibility Plan.

### **Training**

Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Review and evaluation:**

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually.

## Improve access to the curriculum for pupils with a disability

Current strengths across Sphere Federation schools include:

- children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- regular dyslexia training to raise staff awareness
- clear systems to monitor classroom provision for all, including those pupils with a disability
- clear systems to identify, assess and set appropriate targets for those with SEND
- clear systems to identify, assess and set appropriate targets for those with SEND
- use of extended services and area inclusion partnership to support with identification of children with social, emotional and mental health (SEMH) needs
- FFI funding secured to provide 1 to 1 support (where a child's needs meet the appropriate threshold)
- short, 'non-intrusive', intervention sessions that happen quickly and frequently

We have identified the following areas for improvement:

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Continue to ensure those with SEND (special educational need or disability) have access to effective support and challenge	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Professional development around key interventions to be used as a minimum provision entitlement for those with SEND	Sphere SEND leader	Actioned and now on-going; needs further refinement and on-going evaluation for impact	All staff report awareness, and can readily discuss during pupil progress meetings
<p><b>June 2023 review notes:</b> Financial challenges mean Sphere Federation schools, like many, must explore new ways of working. We are working on how we can make this an opportunity to enhance provision rather than proving a barrier through our work around keeping up, catching up and prioritising the early stages of reading. We have explored Support Champions. <b>Next steps:</b> In 2023-24, we aim to prioritise this in one key area: Early Reading Champion in each school working across Key Stage 2 classes with those children who remain at early stages in their reading. We will continue to explore ways to support TAs, including how we can better develop their pedagogy and/or subject knowledge in areas other than Reading, Writing and Maths.</p> <p><b>June 2024 review notes:</b> See review notes for Equality Objective: Efficient reviews and swift identification of individuals' core learning needs. <b>Next steps:</b> In 2024-25, we want to embed the role of the Early Reading Champions and carry out a comprehensive and longer-scale quality assurance exercise at a senior leadership level, including a focus on those children with SEND.</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Continue to ensure awareness and understanding amongst staff for pupils who have a SEND	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Continuing professional development	Sphere SEND leader	On-going	Sphere SENDCo leader monitors and evaluates quality of provision for pupils with SEND
<p><b>June 2023 review notes:</b> We have put in place a series of CPD sessions for support staff. These have covered subject knowledge, pedagogy, and explored various SEND conditions.</p>					

**Next steps:** In 2023-24, we aim to develop understanding around adaptive teaching and even greater effectiveness and impact. We plan to establish a SEND team to provide even greater support in each Sphere Federation school.

**June 2024 review notes:**

in 2023-24, a series of professional development sessions was put in place around adaptive teaching. It was found that teachers had an effective awareness and ability to adapt their teaching: all teachers were able to identify and/or talk about how they adapt the teaching and learning process. Consequently, the profile of the sessions shifted to increase awareness and facilitate more frequent adaptive teaching.

There is now an established SEND team in place: in addition to the two original SENDCos, there are four SEND team members.

**Next steps:** In 2023-24, we want to continue to explore adaptive teaching, in particular the different degrees teachers might choose to adapt to ensure access to the curriculum for pupils with a disability. (SIP#6)

Because of continuing increases in demand, we need to continue to expand the SEND team to ensure capacity. (SIP#7a)

Similarly, because of continuing increases and complexity in demand, we need to continue to develop the SEND team to ensure capacity. (SIP#7b)

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Speech and language therapy (SaLT) continues to be a significant need; Covid lockdowns have exacerbated the issues. Effective speech and language therapy (SaLT) means children who need additional support in this area can access and therefore make progress	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review current SaLT contract and provision	Sphere SEND leader	Review each year	SaLT reports  Teacher assessments

**June 2023 review notes:**

In 2022-23, we reviewed contracts with the external provider.

**Next steps:** In 2023-24, we will conduct some work to quality assure the new provision.

**June 2024 review notes:**

SENDCo at Moortown Primary, 20.11.23: 'Timely plans following each visit are tailored to individual children and are manageable. Successful sessions with Tas have taken place and TAs feel skilled enough to lead interventions. Regular reviews planned in.'

SEND Leader for Scholes (Elmet) Primary and St James' CE Primary, 13.03.24: 'SaLT provision is excellent. Confident we're getting good value for money. [Therapist] manages the case load, liaises with parents, liaises with teachers and has helped to secure funding. Parents report they are happy with the service and many have paid for her services privately as a result of her work in school.'

**Achieved**

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure those with SEND (special educational need or disability) have access to relevant learning in the	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Set out appropriate adaptations of the RSE curriculum	Sphere Living and Learning leader Sphere SEND leader	May 2024	Updated RSE curriculum



Relationships and Sex Education (RSE) curriculum					
--	--	--	--	--	--

**June 2024 review notes:**  
This is an additional action identified in the 2024 Equality and Accessibility Review, so no previous notes.  
The adaptations set out are to be used by teachers following consultation with parents / carers. The adaptations made have potential to meet the needs of some pupils with SEND, in particular autistic people. To meet need, some learning has been set which appears more graphic and/or explicit.  
**Achieved**

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure those with SEND (special educational need or disability) are able to access all class trips.	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review of class trips	Educational Visits Coordinator Science and Foundation Subjects Leader	2024-25 Cycle B and 2025-26 Cycle A of the curriculum and corresponding schedule of trips	Teacher feedback individual pupil feedback where applicable

**June 2024 review notes:**  
This is an additional action identified in the 2024 Equality and Accessibility Review, so no previous notes. (See also Equality Objective: Review curriculum enhancements and wraparound care provision.) (SIP#4)

## Improve and maintain access to the physical environment

The physical environment of the Sphere Federation schools mean there are different strengths:

### Moortown Primary:

- easy-access toilet facilities are available for adults and children
- recent modular building for Y5,6 pupils complies with legislation and guidance
- recently extended school grounds mean children at playtimes have more space to play more safely
- all classrooms are carpeted which improves accessibility for those with hearing impairment

### Scholes (Elmet) Primary:

- easy-access toilet facilities are available for adults and children
- school is wheelchair-friendly; all areas are on same level (doors are wide enough to allow a motorised wheelchair)
- all classrooms are carpeted which improves accessibility for those with hearing impairment

### St James' CE Primary:

- disabled parking space is available (subject to a risk assessment)
- school is wheelchair-friendly; all areas are on same level (doors are wide enough to allow a motorised wheelchair)
- majority of classrooms are carpeted which improves accessibility for those with hearing impairment

We have identified the following areas for improvement:

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure accessibility for all pupils	St James' CE Primary	Monitoring of classrooms to check they are organised to promote the participation and independence of all eg resources are available to access	Head of Federation	2020-21	Actioned and any recommendations are put in place
<p><b>June 2023 review notes:</b> 2022-23 and 2023-24 continue to see the number of pupils at St James' CE Primary grow. Alongside this, we need to develop the school site in terms of rooms and other learning spaces whilst facing financial restrictions common to many schools. <b>Next steps:</b> In 2023-24, we will take all reasonable actions to accommodate the needs of individuals.</p> <p><b>June 2024 review notes:</b> Parent feedback is mixed. Some parents are positive about the actions we have taken to meet the needs of individuals whilst others less so. In some cases, frequency of minor accidents at playtime has reduced because of changes in provision.</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure accessibility for all pupils	St James' CE Primary	Review the playground provision to ensure it meets the needs of pupils with disabilities	Head of Federation	2023-24	Actioned and in use
<p><b>June 2023 review notes:</b> There are no accessibility issues at St James' CE Primary; we will continue to monitor as new children arrive who may have specific accessibility needs.</p> <p><b>June 2024 review notes:</b> No additional comments at this stage.</p>					

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Increase accessibility to SLT Office for all, including wheelchair users and others with accessibility issues	St James' CE Primary	Knock through current office to expand the space. In doing so, re-purpose another office space for SEND and learning support.	Resources Management	August 2024	Expanded office
<p><b>June 2024 notes:</b> This is an additional action identified in the 2024 Equality and Accessibility Review and the 2024-25 budget-setting meeting, so no previous notes. (SIP#8StJ)</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
To ensure outside area is one which is accessible to all, preventing accidents	St James' CE Primary	Add paint to edge of steps outside	Resources Management	August 2024	Expanded office
<p><b>June 2024 notes:</b> This is an additional action identified in the 2024 Equality and Accessibility Review and the 2024-25 budget-setting meeting, so no previous notes. (SIP#8StJ)</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Develop school grounds using gifted land in a way that develops accessibility for all	Moortown Primary	Continue to explore ways to develop grounds, being mindful of accessibility	Resources Management	On-going	Actioned and in use
<p><b>June 2023 review notes:</b> Much work was carried out in 2022-23, meaning The Green is almost ready for use. Some final clearing of the site or tree roots and some litter is needed for safeguarding reasons.</p> <p><b>June 2024 review notes:</b> The Green is being used, weather-permitting.</p> <p><b>Next steps:</b> We need to continue to develop The Green so pupils, including those with a disability, access purposeful provision. (SIP#8Mt)</p>					
Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure pupil / parent can access school easily	Scholes (Elmet) Primary	Create dedicated disabled parking space	Resources Management	2023-24	Actioned
<p><b>June 2023 review notes:</b> No action has been taken on this so far; it is due to be completed in 2023-24.</p> <p><b>June 2024 review notes:</b> Dedicated, disabled parking space is available.</p>					

**Next steps:** Because of very limited parking space, this is sometimes used by visitors with no apparent physical need (and no blue badge). We need to monitor to ensure there is access for those who need, when they need.  
In addition, this is a busy, crowded car park. A risk assessment is needed before a pupil / parent has regular use. (SIP#8SE)

## Improve availability of accessible information to those with a disability

Current strengths across Sphere Federation schools include:

- protected characteristics feature within the Living and Learning curriculum (our term for our term for Personal, Social, Health and Economic Education (PSHE) and other things that support children's personal development
- websites follow web accessibility guidelines in terms of navigation, headings, images, colours etc
- interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- coloured overlays / paper used by some children
- handwriting scheme used in school is dyslexia-friendly
- Complaints Policy, previously based on Leeds model policy, now removes requirement for complaints to Stage 1 to be in writing

We have identified the following areas for improvement:

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Monitor quality of communication	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review parent/carer feedback about quality of communication; take any appropriate actions	Head of Federation	July 2023	School improvement plans will include any appropriate actions, planned out

**June 2023 review notes:**

2022 annual survey of parents and carers did not raise any significant issues around communication.

**June 2024 review notes:**

2023 and 2024 annual surveys did not raise any significant issues around communication.

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Continue to raise awareness of protected characteristics	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Display of the characteristics	Head of School	On-going	Pupil interviews
		Head of School lead at least one dedicated assembly (St James' CE: collective worship) every year, and refer in other aspects			
		Repeat CPD on the protected characteristics for increased awareness; improved understanding; skills in communicating	Head of Federation	2023-24	Staff feedback

**June 2023 review notes:**

2022-23 monitoring shows that pupils have a healthy regard for the importance of equality and more widely the fundamental British values which include

respect and tolerance (understanding that we all don't share the same beliefs and values; respecting the values, ideas and beliefs of others whilst not imposing our own others) and protection of rights and the right of others.

In 2023-24, we want to continue to develop this so more pupils, more of the time, can remember and name more of the protected characteristics and British values at an appropriate age-related level.

**Achieved – information is available.**

Continue to refer to Equality Objective: Awareness and understanding of protected characteristics.

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Positive language to be used	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Not directly impacting on written information to pupils, but to all communications to all stakeholders: people-first language to be used	HoF	On-going	Awareness and informal monitoring in discussions

**June 2023 review notes:**

We continue to develop this but also note the preference and reasoning behind 'autistic person' (identity first language) rather than 'person with autism'.

**June 2024 review notes:**

We continue to develop this.