

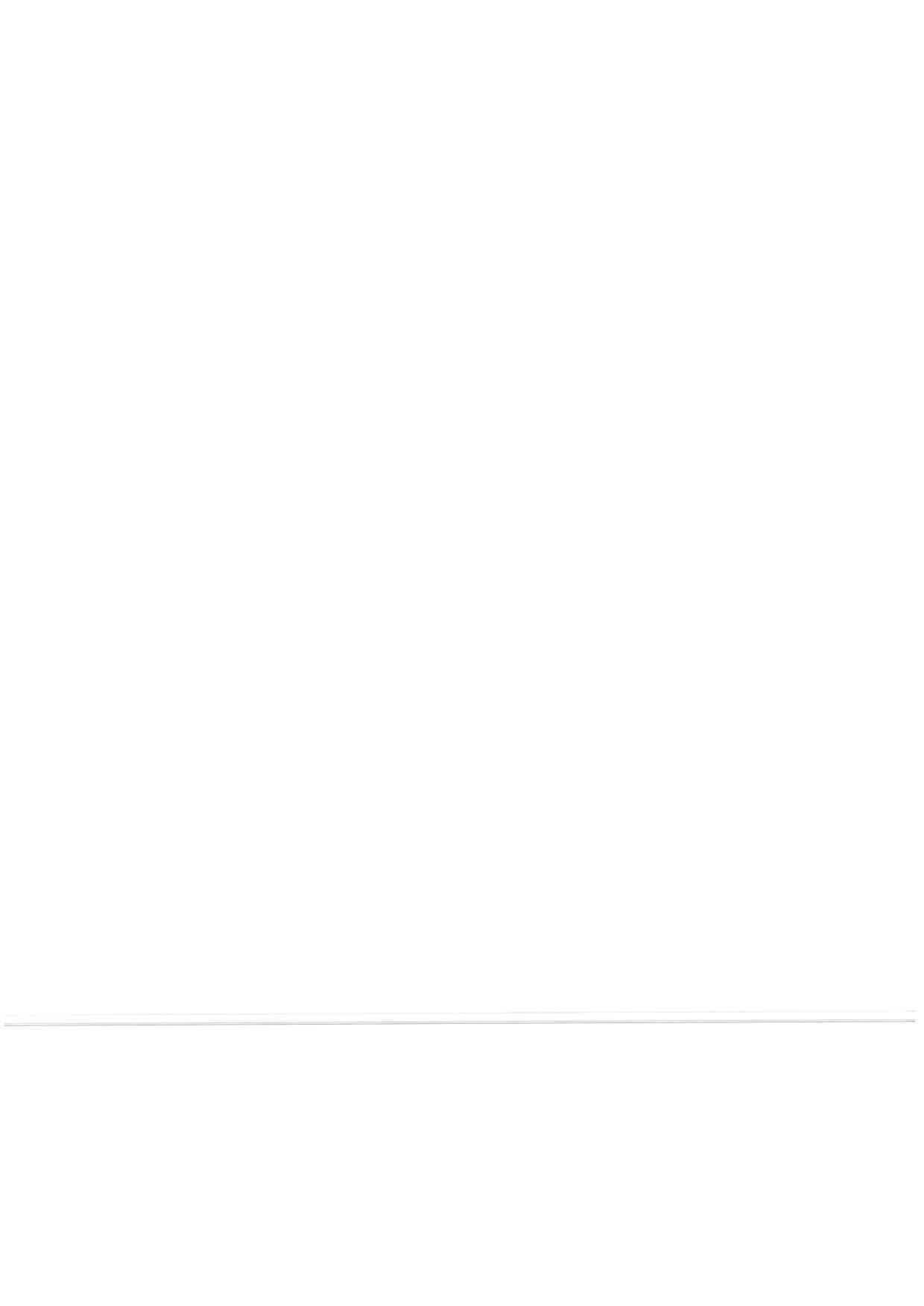


Kitchener Primary School

Strategic Equality Policy



POSITION	NAME	SIGNATURE	DATE APPROVED
HEADTEACHER	Reena Patel		01-05-24
CHAIR OF GOVERNORS	Panna Singh		02-05-24



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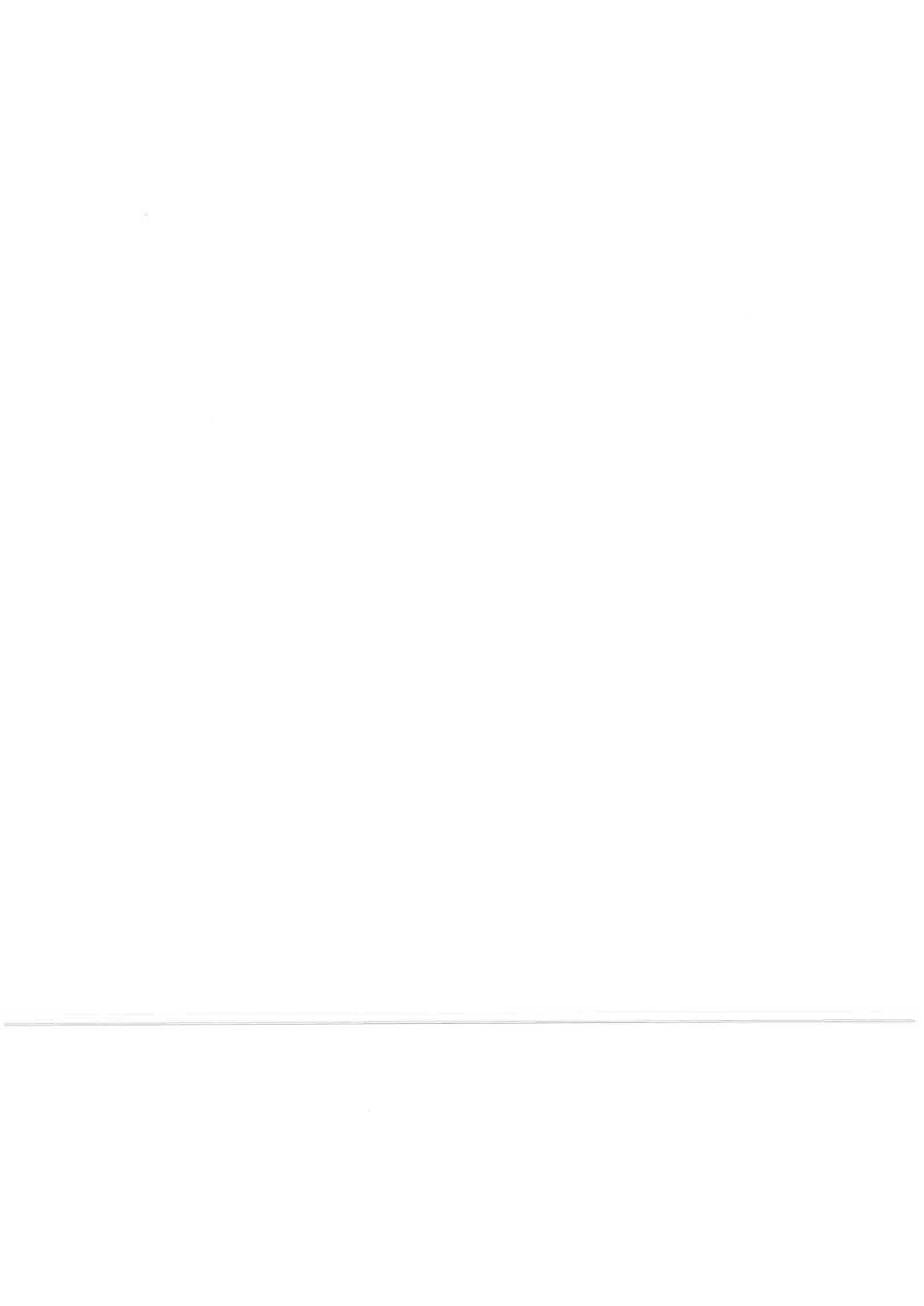
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Strategic Equality Policy Statement

INTRODUCTION

At Kitchener Primary School, we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure, and respected. We recognise that every child need praise, support, recognition, and affection to thrive in life. In order to further develop community cohesion, we need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

We are passionate about becoming a Rights Respecting School, we will promote the values and principles of the United Nations Rights of the Child.

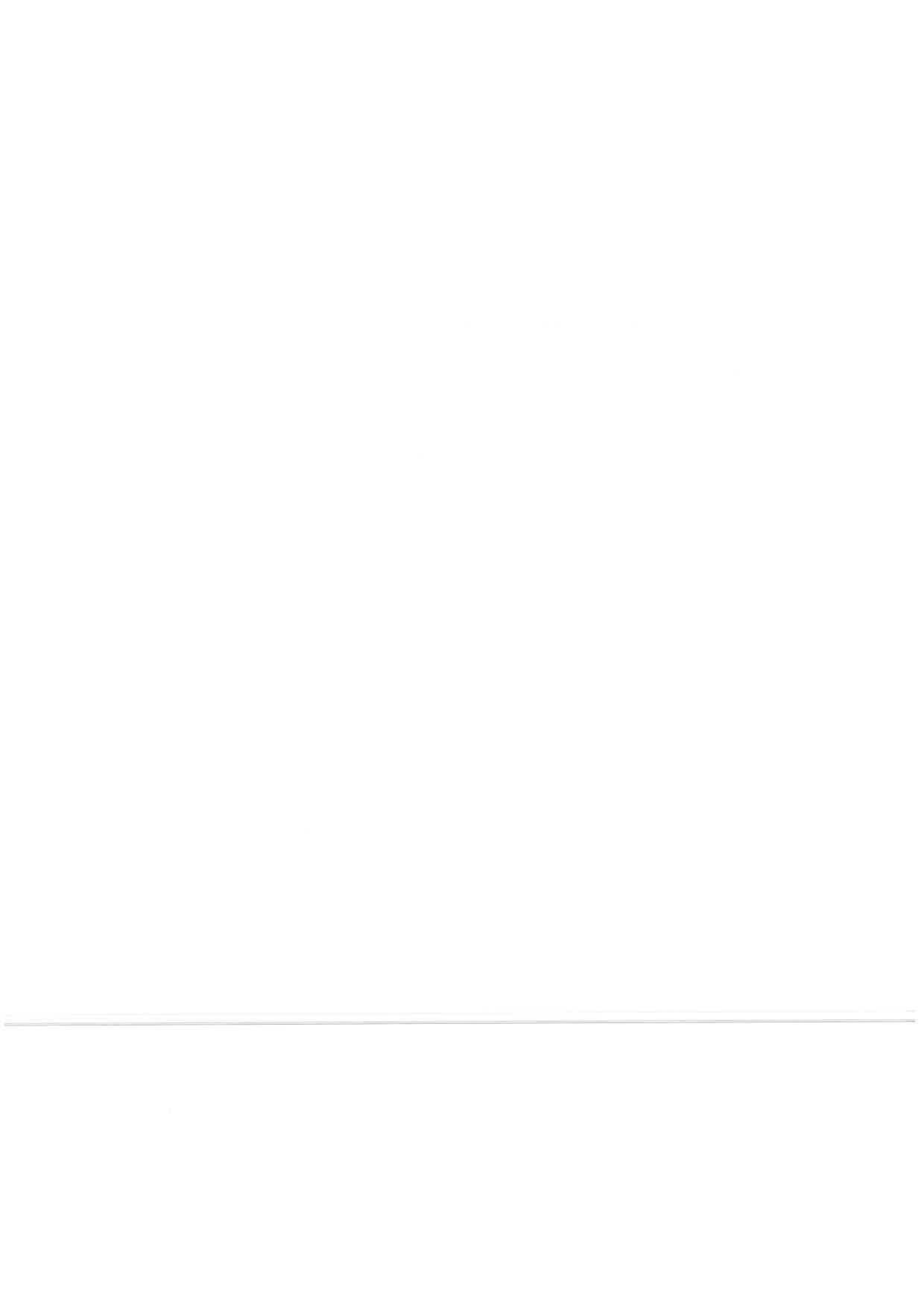
This policy particularly promotes the following articles:

Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.

Article 13: Your right to have information. This policy should be used alongside the Strategic Equalities Report, Equalities Plan and Accessibility Plan and also interlinks with broader school policies such as positive relationships & behaviour, anti-bullying, safeguarding, exclusions attendance etc. In addition to this, the Health and Well-being Area of Learning Experiences should be considered alongside this policy (Curriculum for Wales, 2022).

VISION AND VALUES

Equality is one of our core values as a school and it is very important to us that pupils and staff are treated with equity and care at all times. Our school vision statement reflects these beliefs: 'We all have a voice; we are all valued.'



PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment: promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, nationality, ethnic or national origin, religion or beliefs, gender, marital status, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents, and community members.

Equality Policy

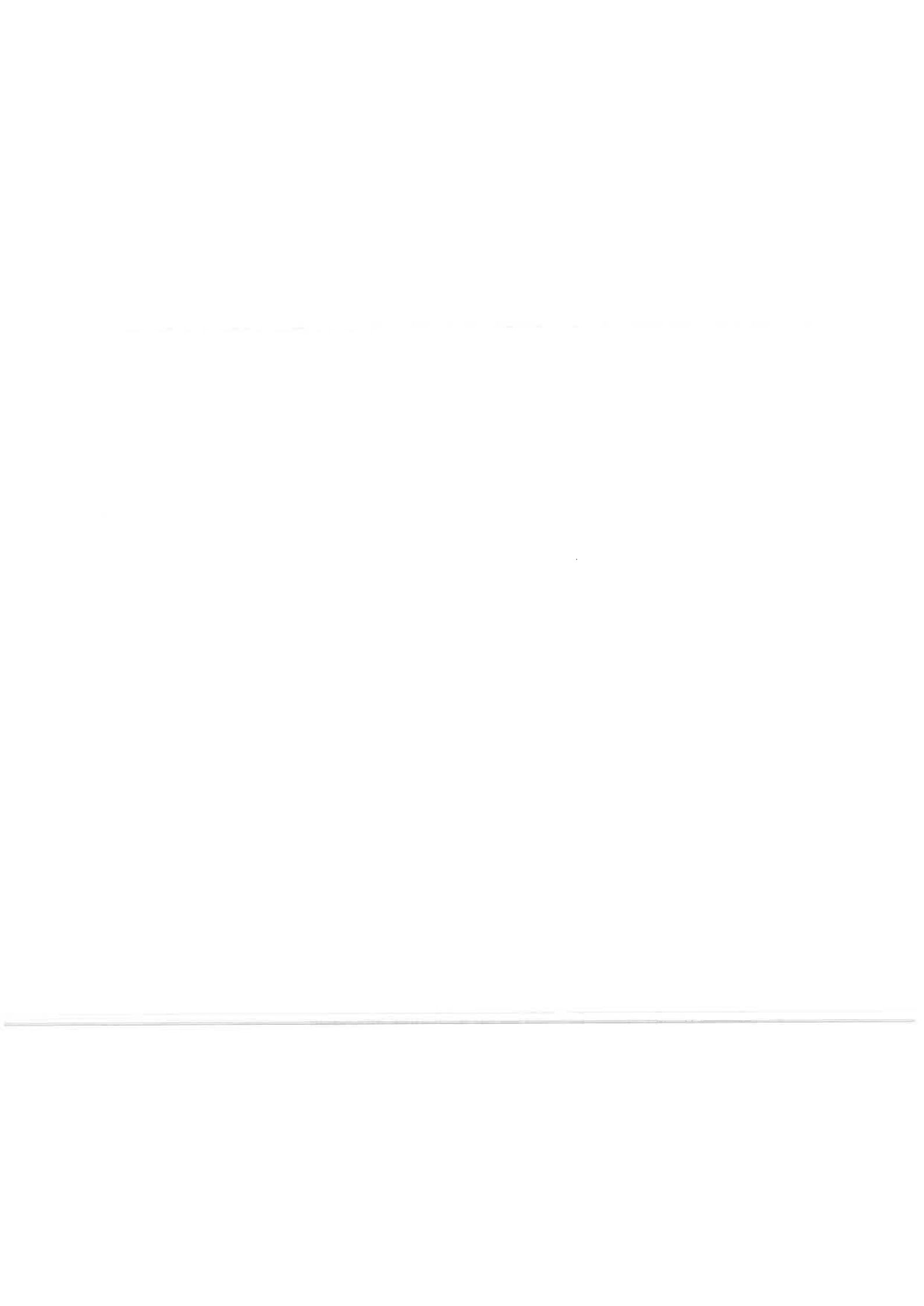
We recognise that British and Welsh society is made up of people from different racial, cultural, national, socio-economic, religious, and sexual orientation and linguistic backgrounds.

Our School (As of 03/2023)

Kitchener Primary School is an inner-city primary school in the city of Cardiff. The immediate catchment area is the **Riverside area** of Cardiff. Kitchener Primary School serves one of the most deprived areas in Wales. There are currently **462** pupils (N-Y6) on roll.

- 225 of our pupils are girls and 237 are boys.
- 64% of pupils live in the top 10% disadvantaged areas of Wales.
- 26% of pupils are eFSM.
- 27 pupils are identified as having ALN and are in receipt of an IDP.
- The school has a transient population. Since September 2022 27 pupils were admitted to the school mid-term and 18 pupils left the school. Nearly all pupils arriving are new to English or in early acquisition stage.
- 92% of pupils are from Global Majority backgrounds.
- ~~85% of pupils speak English as an additional language.~~
- There are 37 different languages spoken, with over half (54%) of our pupils working at early acquisition or developing competency.
- 8 pupils are asylum seekers
- We currently have 1 CLA (Children Looked After) pupil on role.

Pupils are from a range of ethnic backgrounds; 37 ethnic backgrounds are represented in the school. 92% of pupils are from a global majority background compared with 8%



of pupils classed as white British. The largest ethnic backgrounds represented in our school are:

- Bengali (64%)
- Pakistani (11%)
- Arab (9%)
- Indian (9%)

There are 37 different languages spoken by our pupils as a first language. These include Bengali, Pushto, Urdu, Somali, Punjabi, Arabic, Hindko, 85% of our pupils speak English as an additional language.

Different Religions or Beliefs are represented in our school. These are:

- Muslim (71%)
- Christian (8%)
- Hindi (3%)
- Sikh (5%)
- Buddhist (0.4%)
- Other (1%)
- No religion (8%)

We are an inclusive school and have pupils with a range of disabilities, including ADHD, Autism Spectrum Condition, Sensory and Physical impairments.

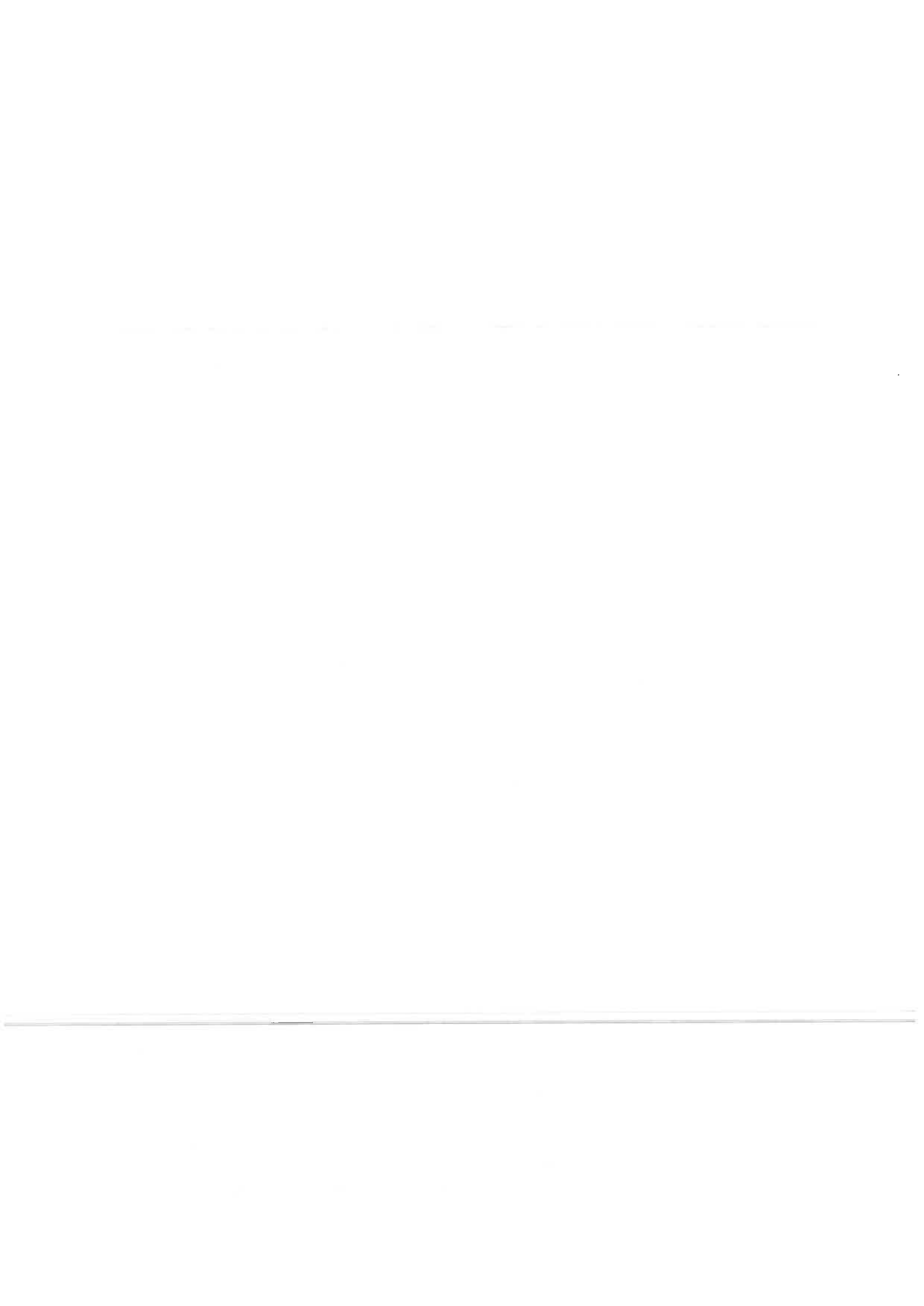
There are 23 teaching staff (including 7 part time teachers) and 22 teaching assistants currently (including part time and support staff). This number fluctuates from year to year as a result of the needs of the school. In addition, there are 3 other members of staff in the school office, including finance administrator, family liaison officer and admin. We have 1 estate manager and 8 mid-day supervisors. 6 are male and 51 are female.

Approximately 56% of staff are White British. We have staff who speak, Bengali, Arabic, Somali, and Punjabi.

All of these people, their faiths, cultures, gender, sexual orientation, communities, and languages the school values equally.

Aims

As a school, we are always striving for the highest possible opportunities and experiences for all our learners. Staff have high expectations of all pupils and continually challenge them to be the best that they can be. The school recognises and values all forms of achievement. We will monitor and analyse pupil progress by ethnicity, gender, disability, and additional learning need and take account of socioeconomic circumstances. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support. The Single Equality Act combines the existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation, and age. It also builds on the 2006



Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics). The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

Our Strategic Equality Objectives

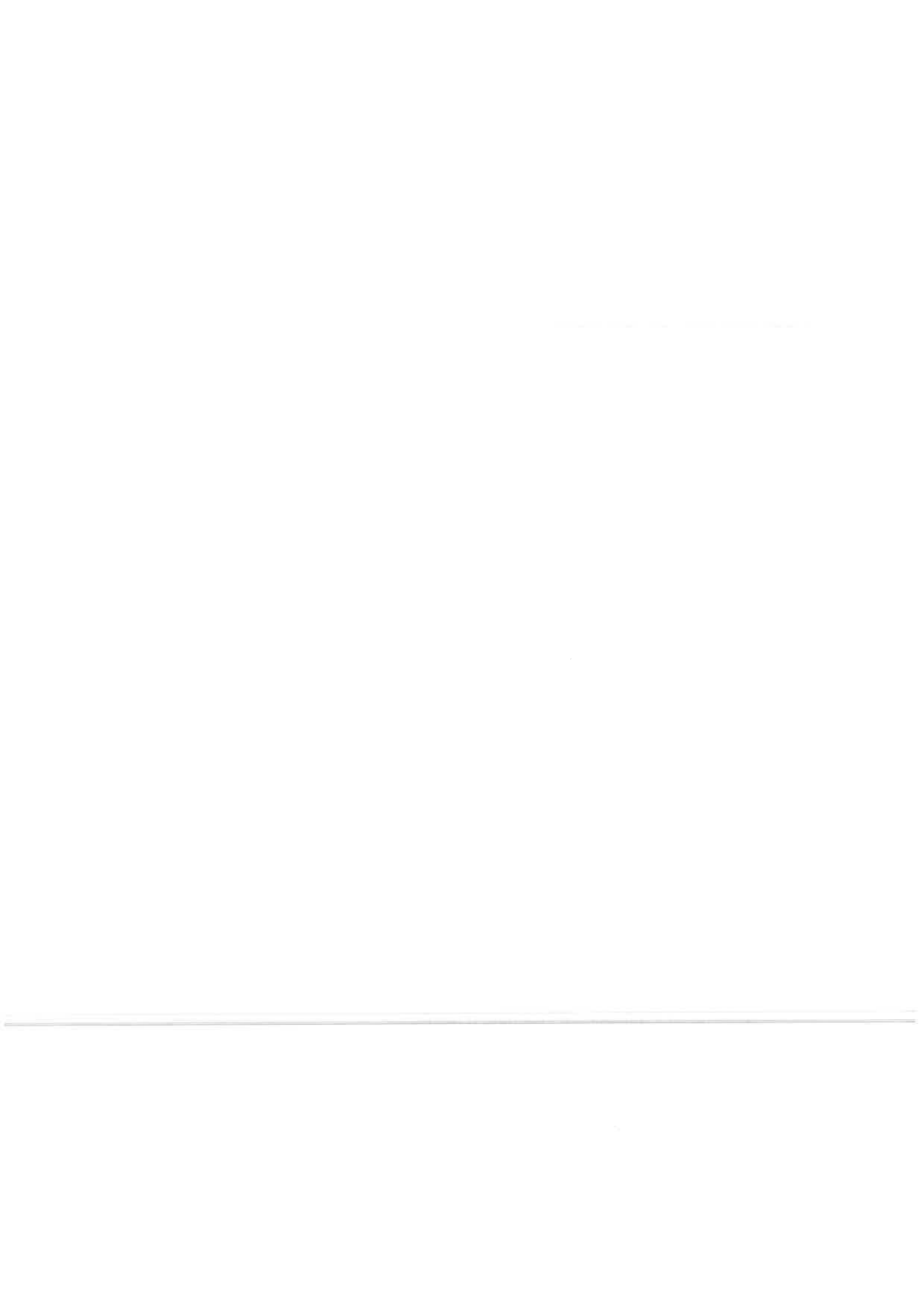
We have based our Strategic Equality Objectives on local, regional, and national priorities within Education as well as feedback from engagement with our school community and our school data.

Strategic Equality Objectives:

- To inform our wider school community on our commitment to providing equality an equity for all.
- To achieve Schools of Sanctuary Status
- To reduce and eliminate racism in the school through the support of Diversity Anti-Racist Professional Learning (DARPL)

We have strategically planned tasks to enable us to meet these objectives. They cover all relevant protected characteristics. They describe how we are acting to fulfil both the general and specific duties for our school community.

Scope



The policy applies to:

- Full time, part time, job share, permanent, temporary and supply staff.
- Pupils
- Parents
- Service users and visitors
- Governors

In line with Equality legislation and the school's legal responsibilities to promote equality in employment, education, and access to services.

Equality Summary Statement

At Kitchener Primary School we aim to provide a happy, caring environment in which pupils can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination (Equality Act 2010) by creating an environment where every individual regardless of ability or background is heard and valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote attitude toward difference and expect respect for people of all backgrounds and life experiences.

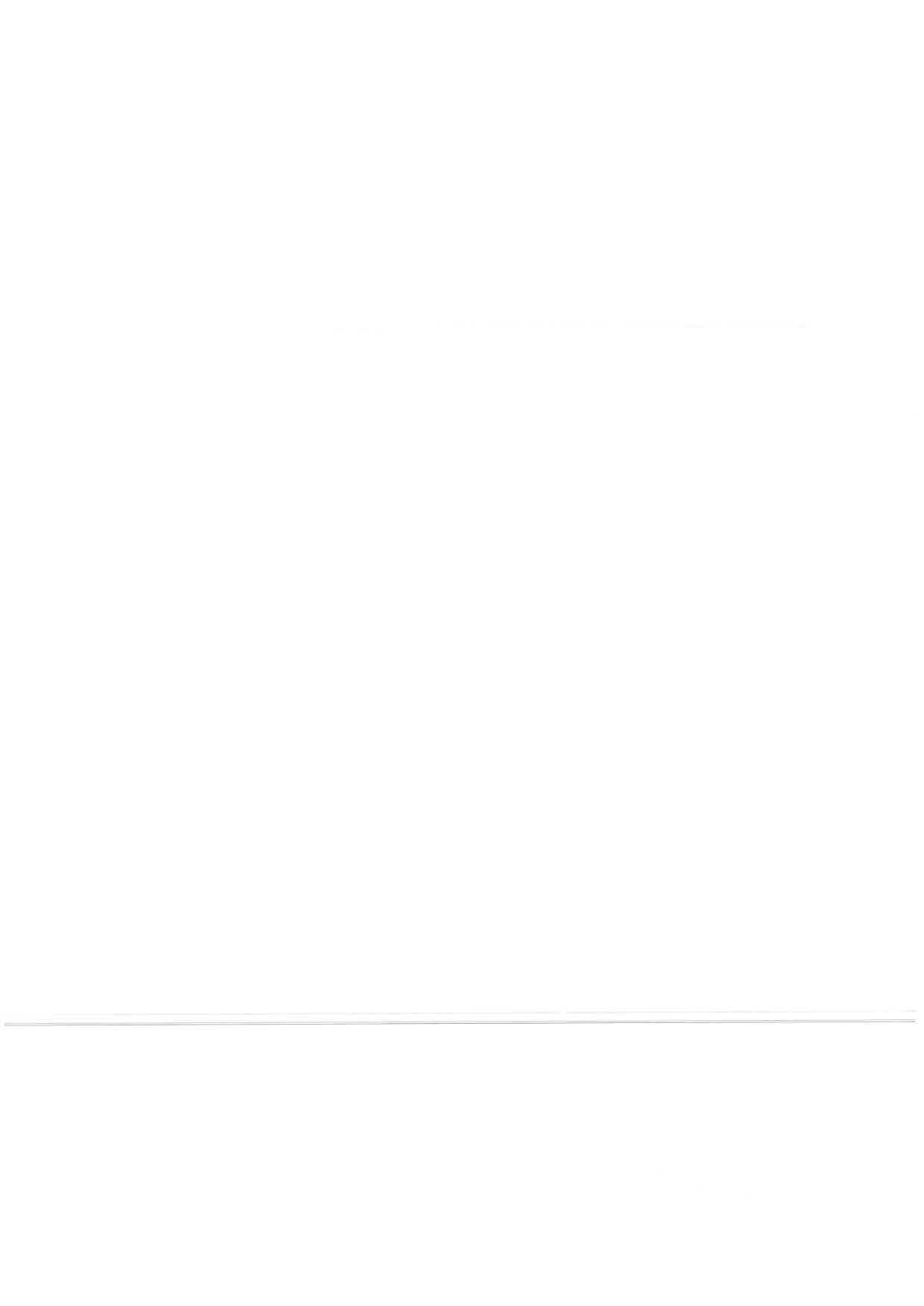
Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. Our school values, curriculum and involvement form all sections of our community aims to provide positive images, which challenges stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, ableist or potentially damaging to any group will not be tolerated and will be challenged and monitored in line with our Anti Bullying Policy. Information derived from monitoring will be used to plan whole school strategies to combat incidents.

The LA regularly access My concern and take information of racist or harassment incidents in order to combat hate crime across the city.

Approaches

At Kitchener Primary School, school staff demonstrate mutual respect between all members of the school community. There is a friendly and inclusive atmosphere which welcomes everyone to the school. The school is also a recognised School of Sanctuary - a place where pupils and visitors can feel safe and welcome. Everyone within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g., through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equal opportunity and are frequently



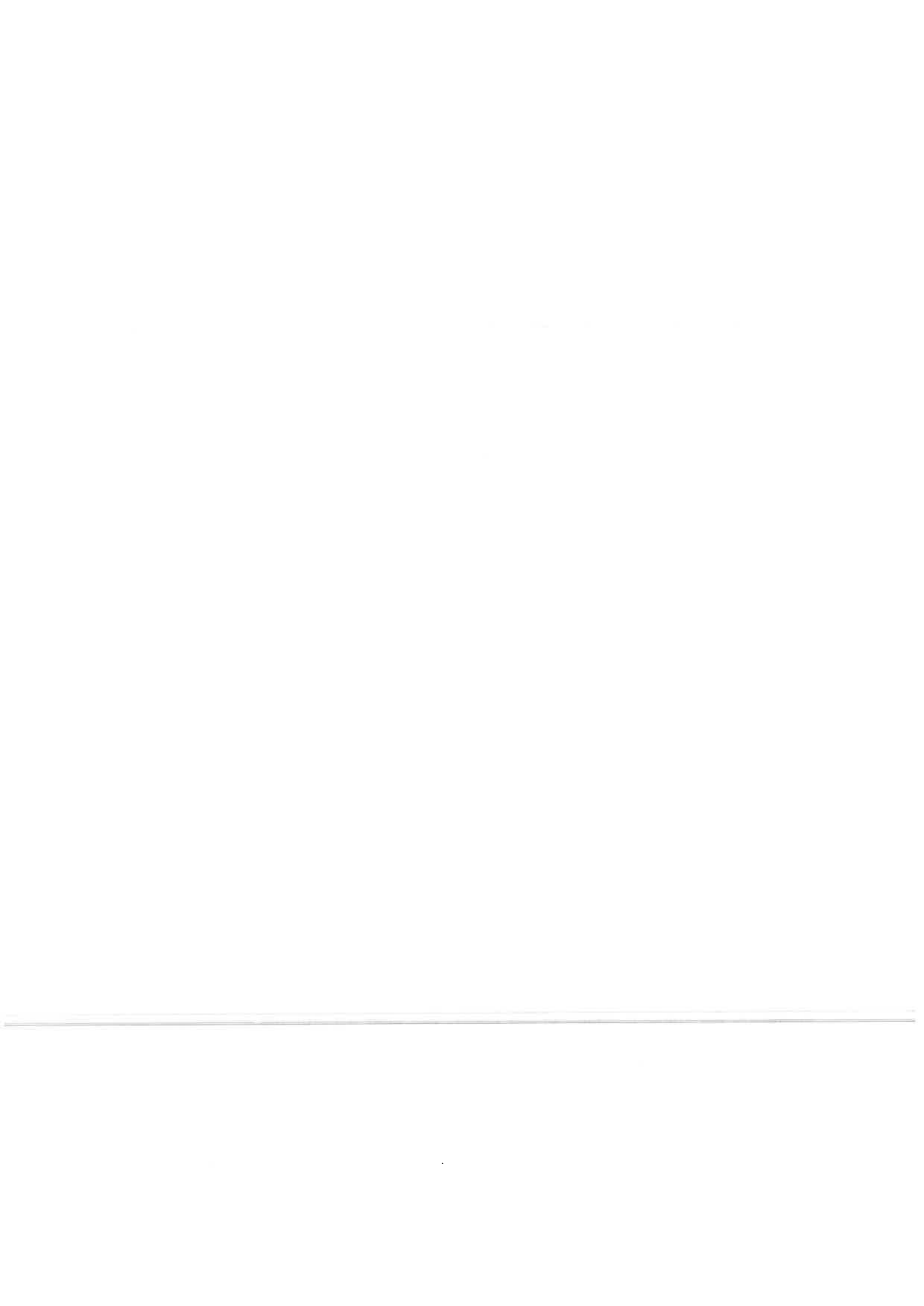
monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school. We aim to enhance a wider sense of community locally, as well as in the context of the U.K. and the World communities. We support the U.N. Convention on the Rights of the Child, the U.N. Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with Additional Learning Needs.

Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender identity, race, religion or belief and sexual orientation in accordance with the requirement of The Single Equality Act 2010. Kitchener Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Roles and Responsibilities

The governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan. The Head Teacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. The Head Teacher has a day-to-day responsibility for ~~co-ordinating the implementation of this policy. Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues. All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour. Visitors to the school are expected to adhere to our commitment to equality.~~



Information gathering and Engagement

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of diverse groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

Monitor and Review

As well as monitoring pupil progress, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, ableism, sexism, homophobia, and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil progress and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

The Equalities Policy will be updated every 3 years

Governing Body approval date:

Review date July 2026

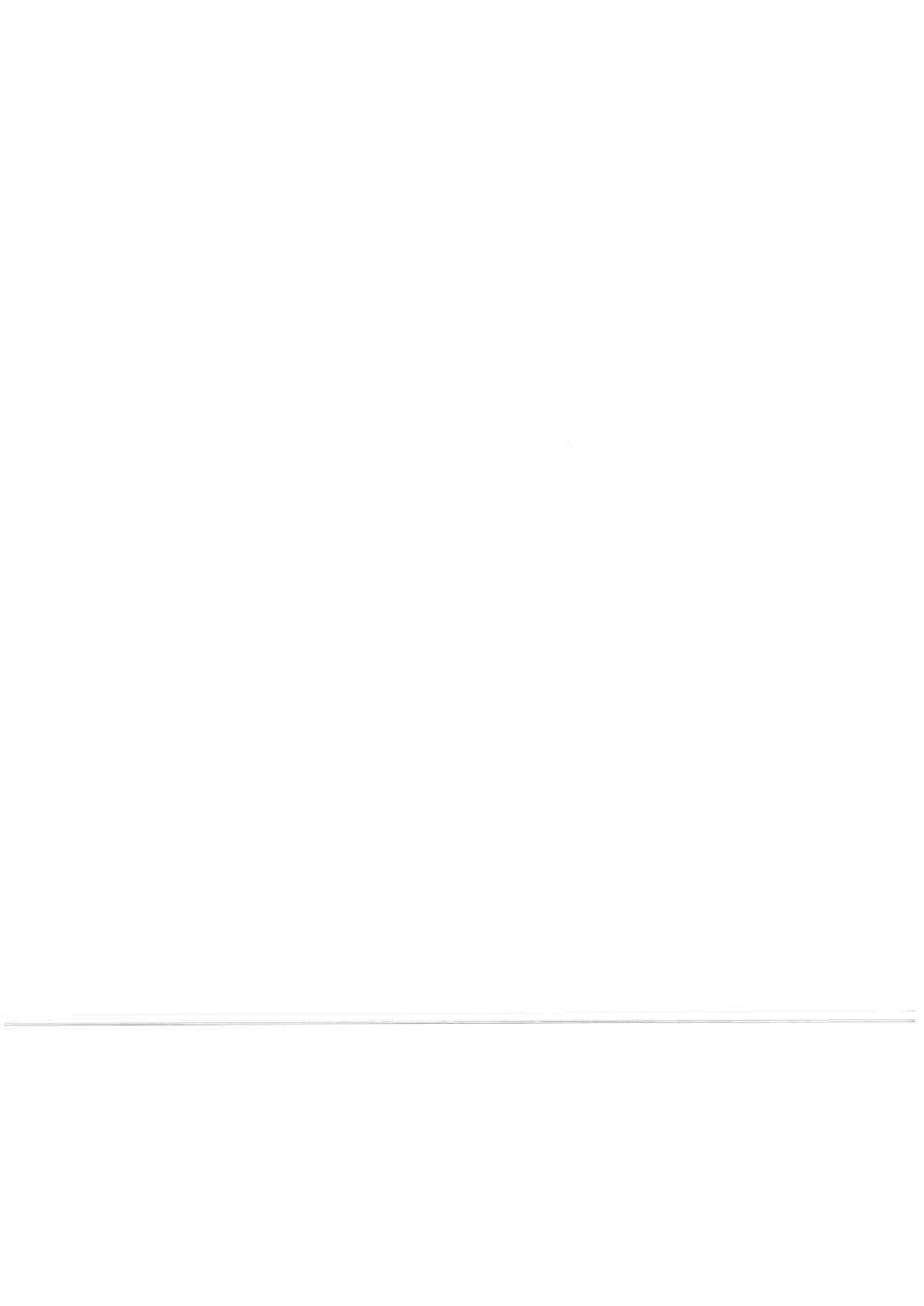
PROCEDURES FOR MONITORING AND EVALUATION

~~The head teacher, members of the senior management team and members of the senior leadership team, will monitor the policy.~~

Policy agreed

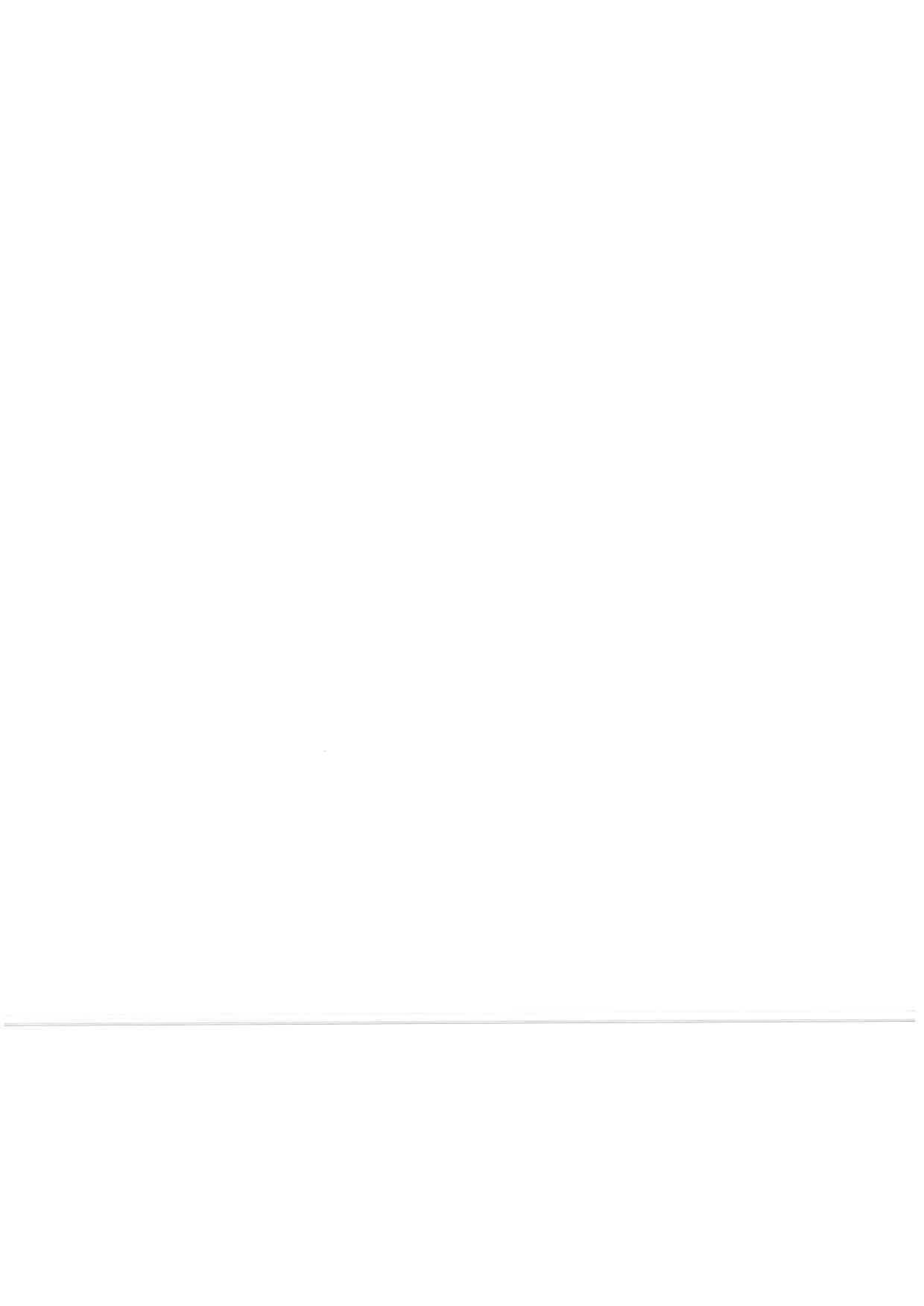
Head

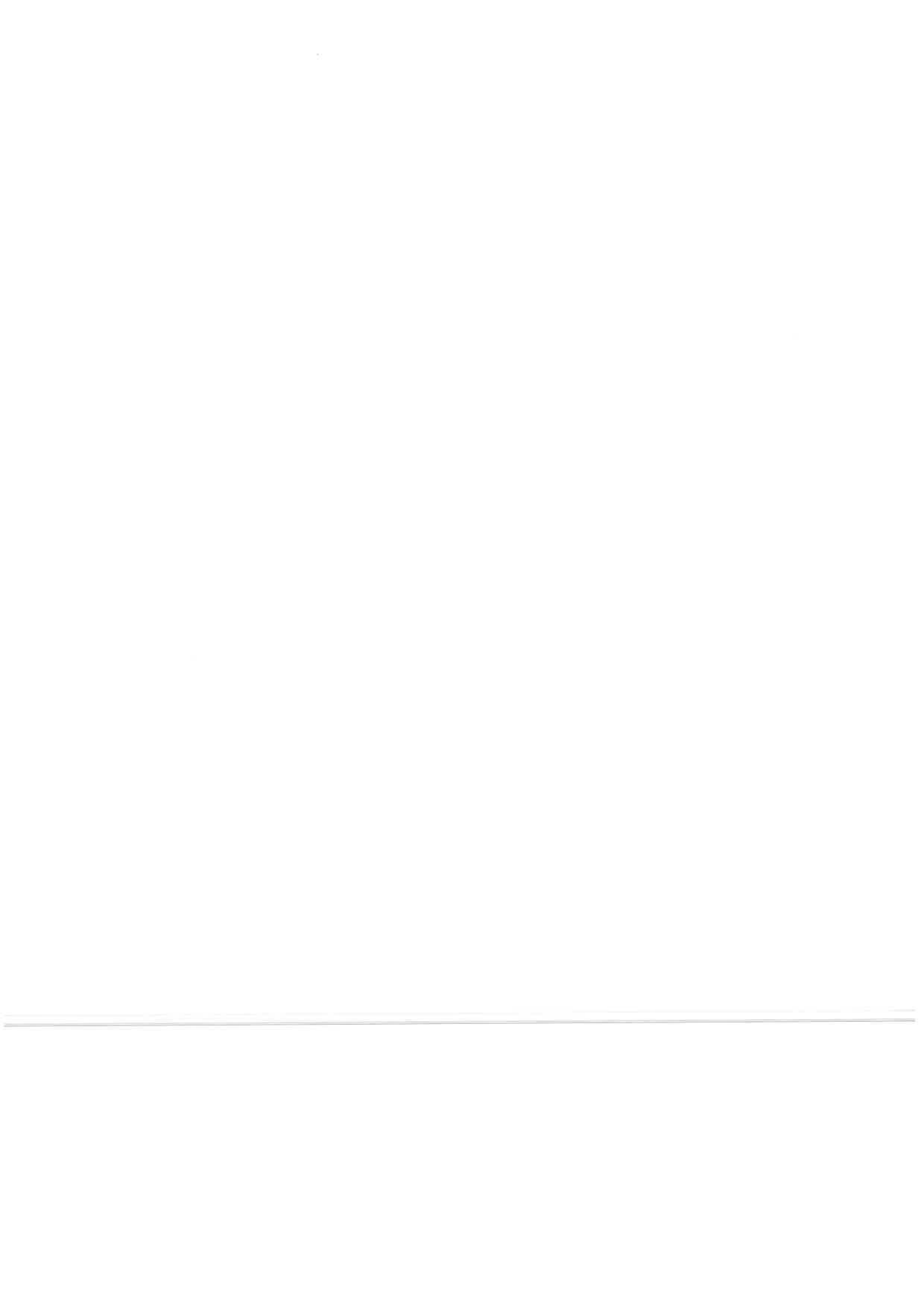
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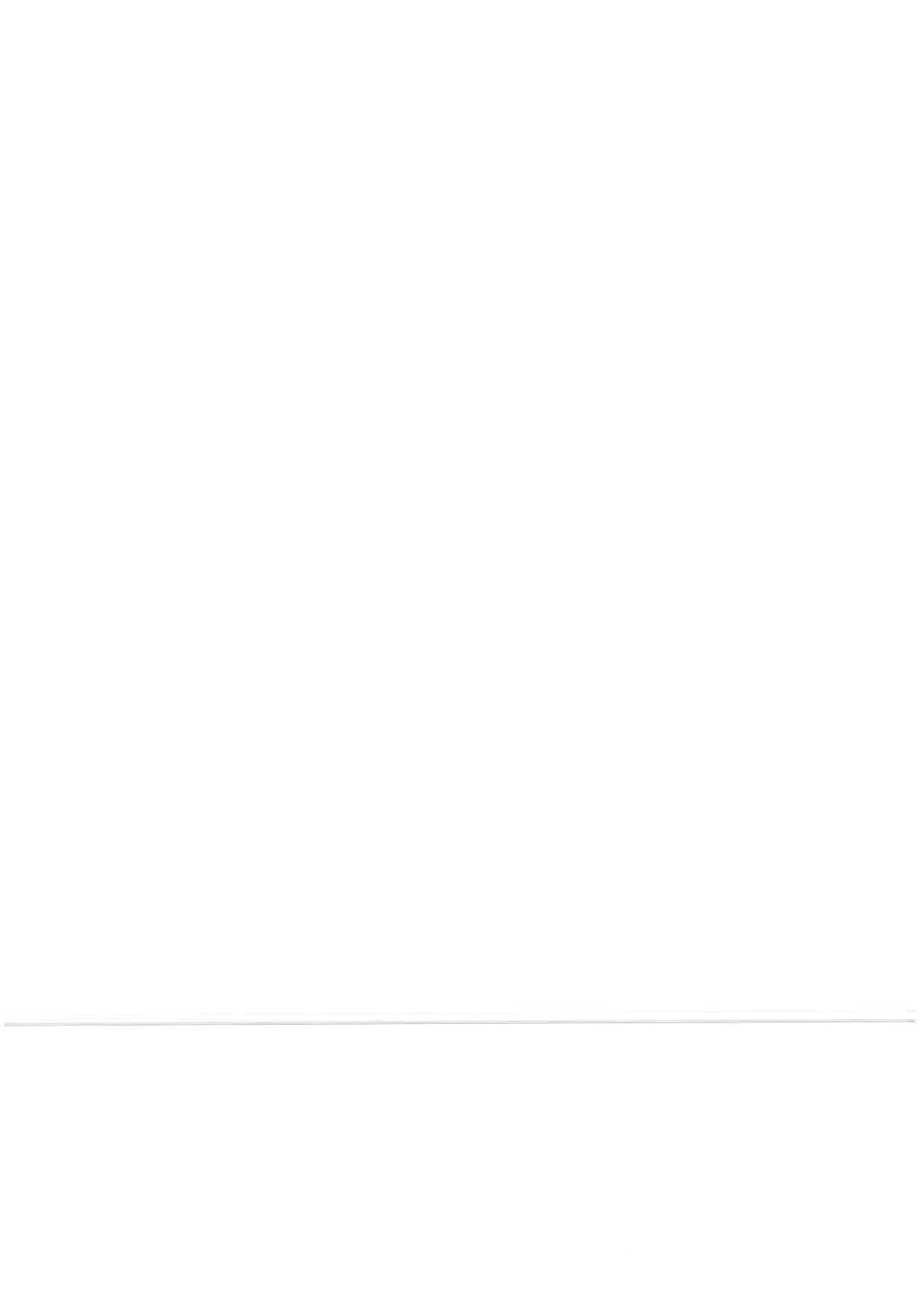


Chair of Governors

Date

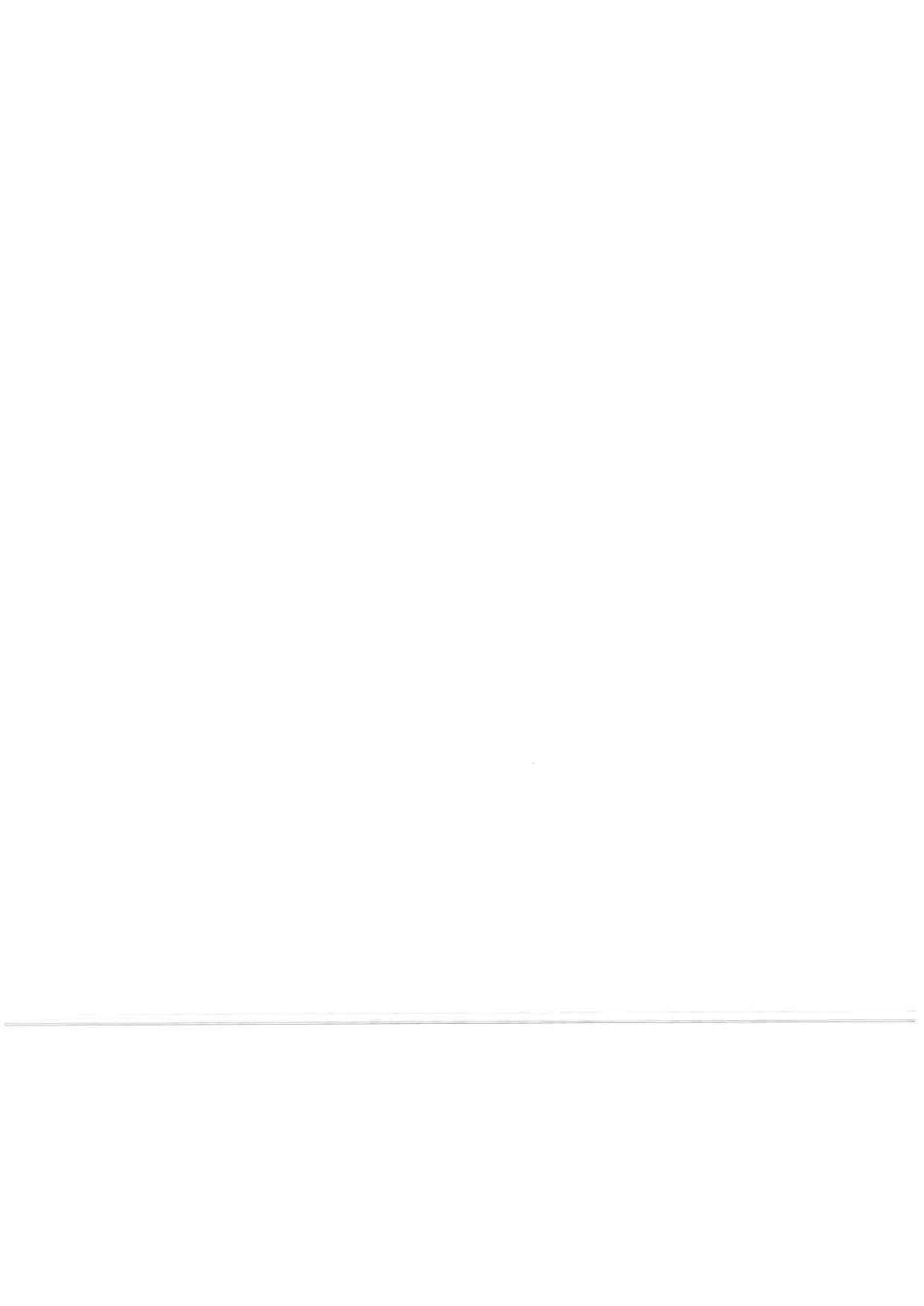




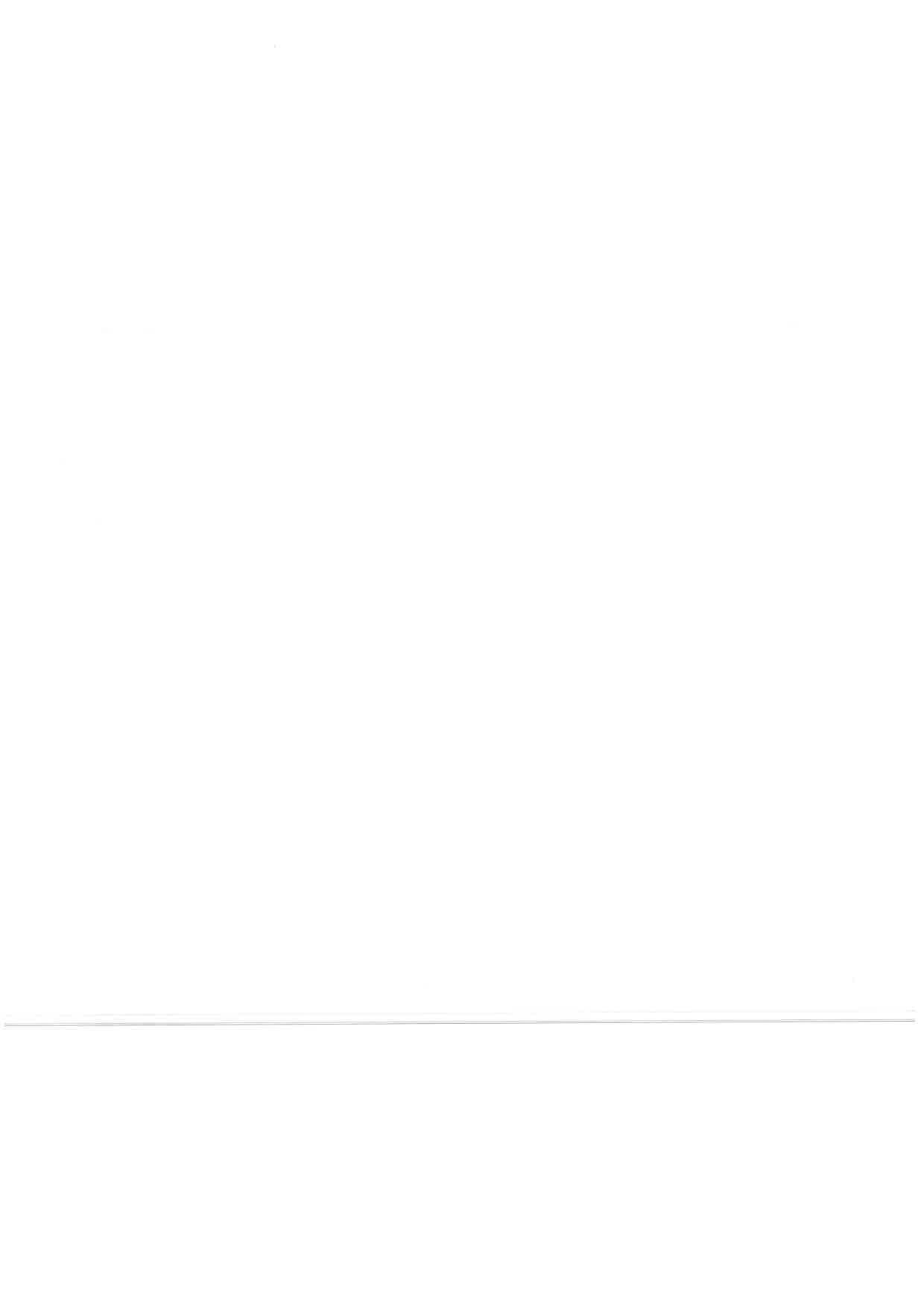


Kitchener Primary School Access Plan as at 2023- 24

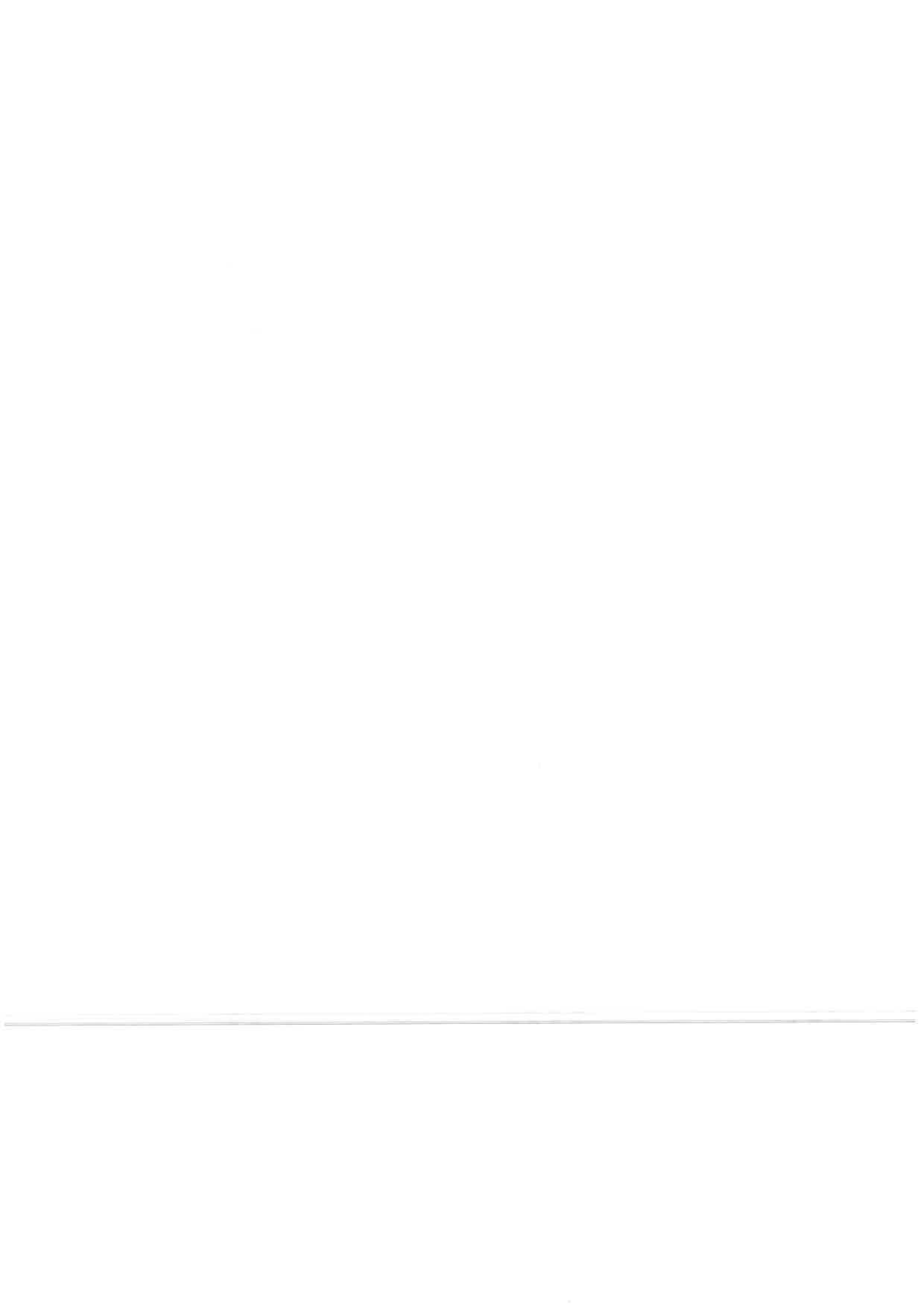
Access to the Physical Environment		Targets	Strategies	Timescale	Responsibility
Short term	<ul style="list-style-type: none"> • There is no accessible parking located near school entrance • Install Portable Induction Loop to be based in reception area but available for use around school. • Put up tactile signage from main entrance, through reception and into lower corridor at key locations. Particularly in terms of main locations and accessible toilet • Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable 	<ul style="list-style-type: none"> • Site management should undertake liaison with the Highways Department to review. • Purchase from online supplier and put up signs indicating their availability. Reception staff to be trained in usage. • It is recommended that a 'way finding' review be undertaken for the school. • Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management 	<p>Spring term 2024 for contact with Highways</p> <p>Autumn Term 2023</p> <p>Autumn Term 2023</p> <p>Immediately upon becoming necessary</p>	<p>RP/NH</p> <p>RP/NH</p> <p>RP/NH</p> <p>RP/NH</p>	



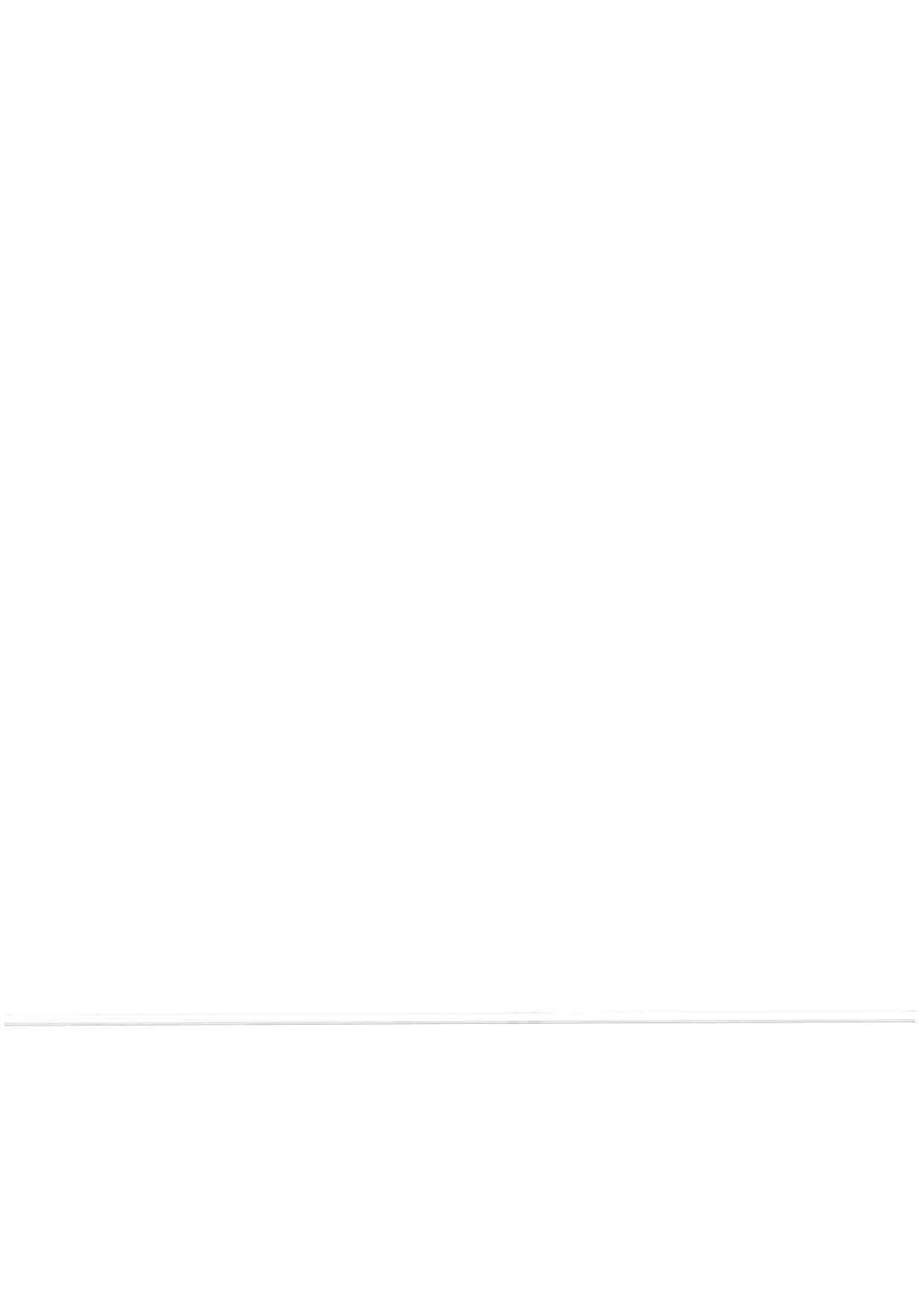
		<p>procedure for ensuring safety of Disabled adults and visitors.</p> <ul style="list-style-type: none"> Some fire exits do not have sufficient clearance width, the thresholds are not level with the floor and do not have ramps making egress potentially difficult for wheelchair users. Install 'humps' / graded approaches to the fire exits which would allow egress for wheelchair users. <p>The gradients should be colour contrasted to indicate the presence of a gradient. This will ensure people do not stumble. The fire exit doors should have a 800mm clearance width with flush threshold. BS8300 - The threshold is level or, if a raised threshold is unavoidable, it has a total height of not more than 15mm.</p> <p>Site management should review situation, implement a management procedure to ensure that a clearance width is available at all times.</p>	<p>To be taken into account within PEEPs plus see medium and long term targets</p>	<p>RP/NH</p>
	<ul style="list-style-type: none"> General site maintenance and upkeep required to maximise accessibility 	<ul style="list-style-type: none"> All black bins, railings, benches, play apparatus etc to be suitably colour contrasted against the background to aid 	<p>Site manager to build into regular maintenance and update work from Summer 2023 to Summer 2024 with</p>	<p>RP/NH</p>



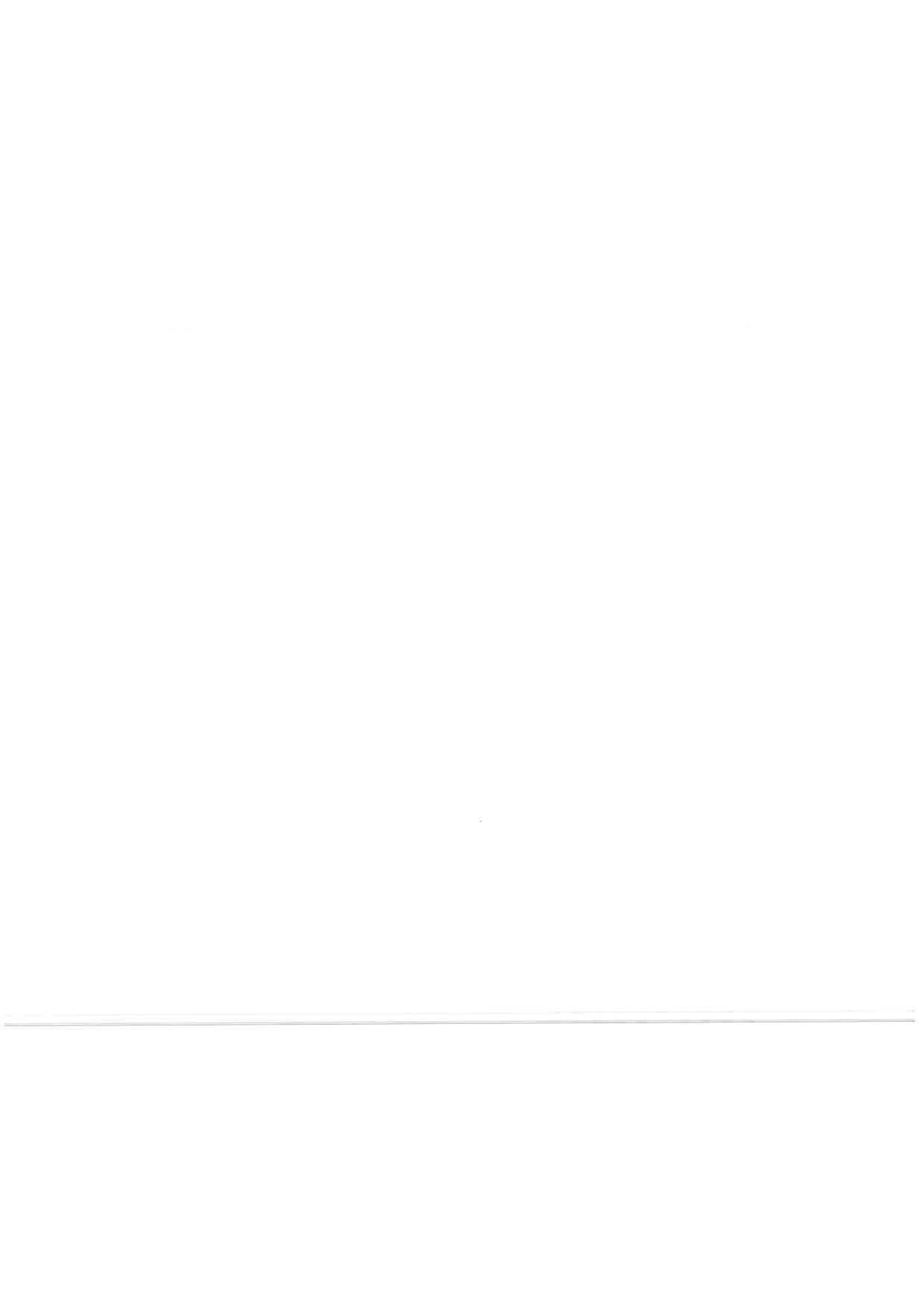
	<p>for people with visual impairments particularly</p> <ul style="list-style-type: none"> Improvements to acoustics for people with Hearing Impairments 	<p>people with impaired vision. Colour contrast needs to be added.</p> <ul style="list-style-type: none"> All structural columns or protruding corners to have colour contrast or markings at two heights in accordance with BS8300. Carpets or sound-dampening surfaces in stairwells Acoustic or sound dampening panels on walls in main halls 	<p>regular maintenance and upkeep plan from then onwards</p> <p>Summer 2024</p>	<p>RP/NH</p>
<p>Medium term</p>	<ul style="list-style-type: none"> Improve access to main reception area 	<ul style="list-style-type: none"> Automated door to main entrance to be designed and constructed with level access, automated doors and split level reception desk for signing in etc According to BS8300 - The length of the lobby should be at least the projection of the door 	<p>Before end of Summer 2025</p>	<p>RP/NH</p>



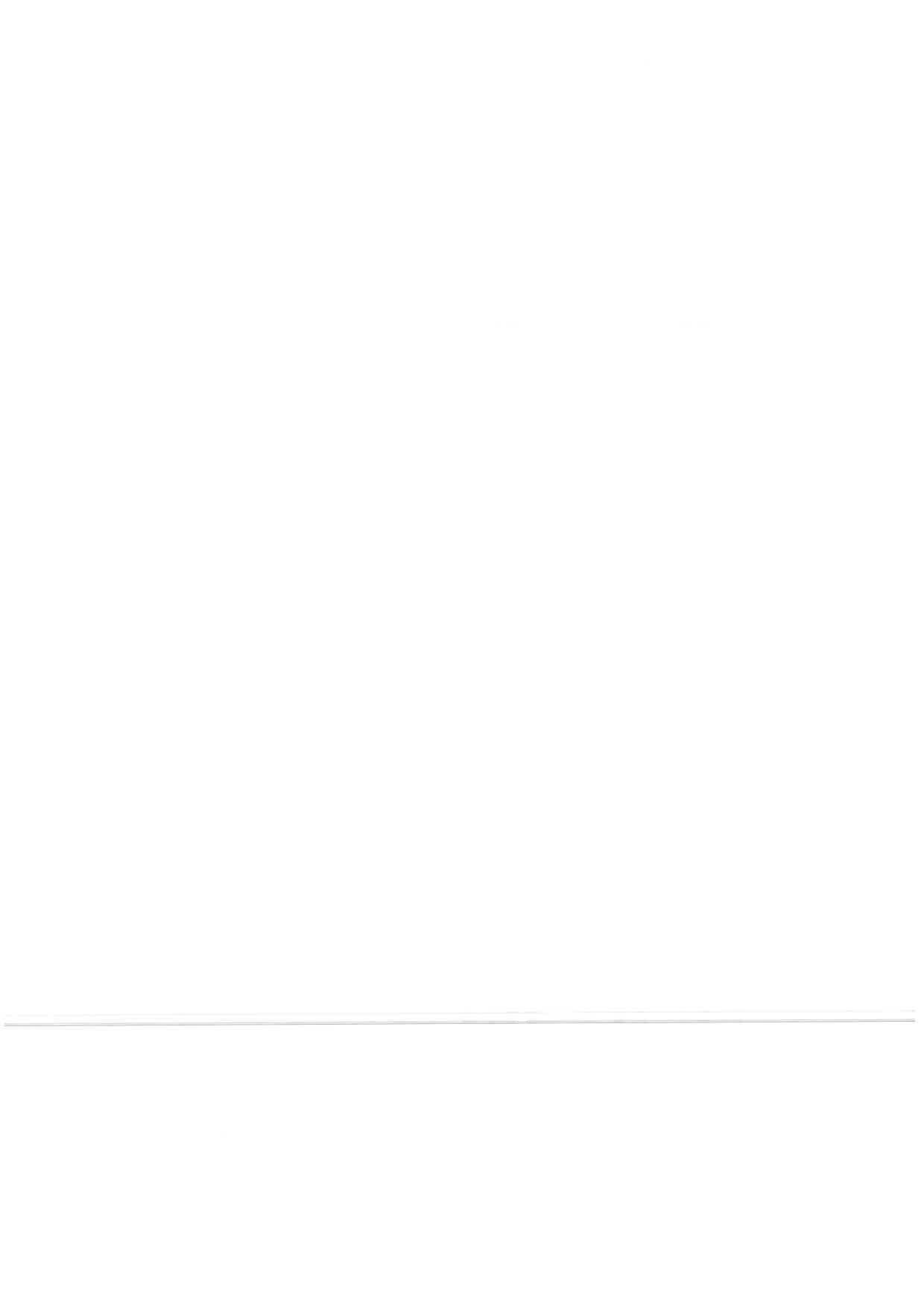
	<ul style="list-style-type: none"> • Install accessible toilet in Junior and Infants area 	<p>or doors, if swinging into the lobby, plus 1570mm. Clear width of corridor not less than 1200mm. Turning circle of 1800mm diameter at a corridor junction acts as a passing place and allows a wheelchair user to turn and return in the other direction. Clear width of at least 1000mm where there is a permanent obstruction over a short distance.</p> <ul style="list-style-type: none"> • Toilet pan to be positioned in line with regulations, toilet roll holder to be moved to toilet side of basin. Implement management procedure to ensure that the alarm cord is never tied up and always hanging loose. <p>According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.</p>	<p>Costings to be gathered with decision made and changes implemented by 2025</p>	<p>RP/NH</p>
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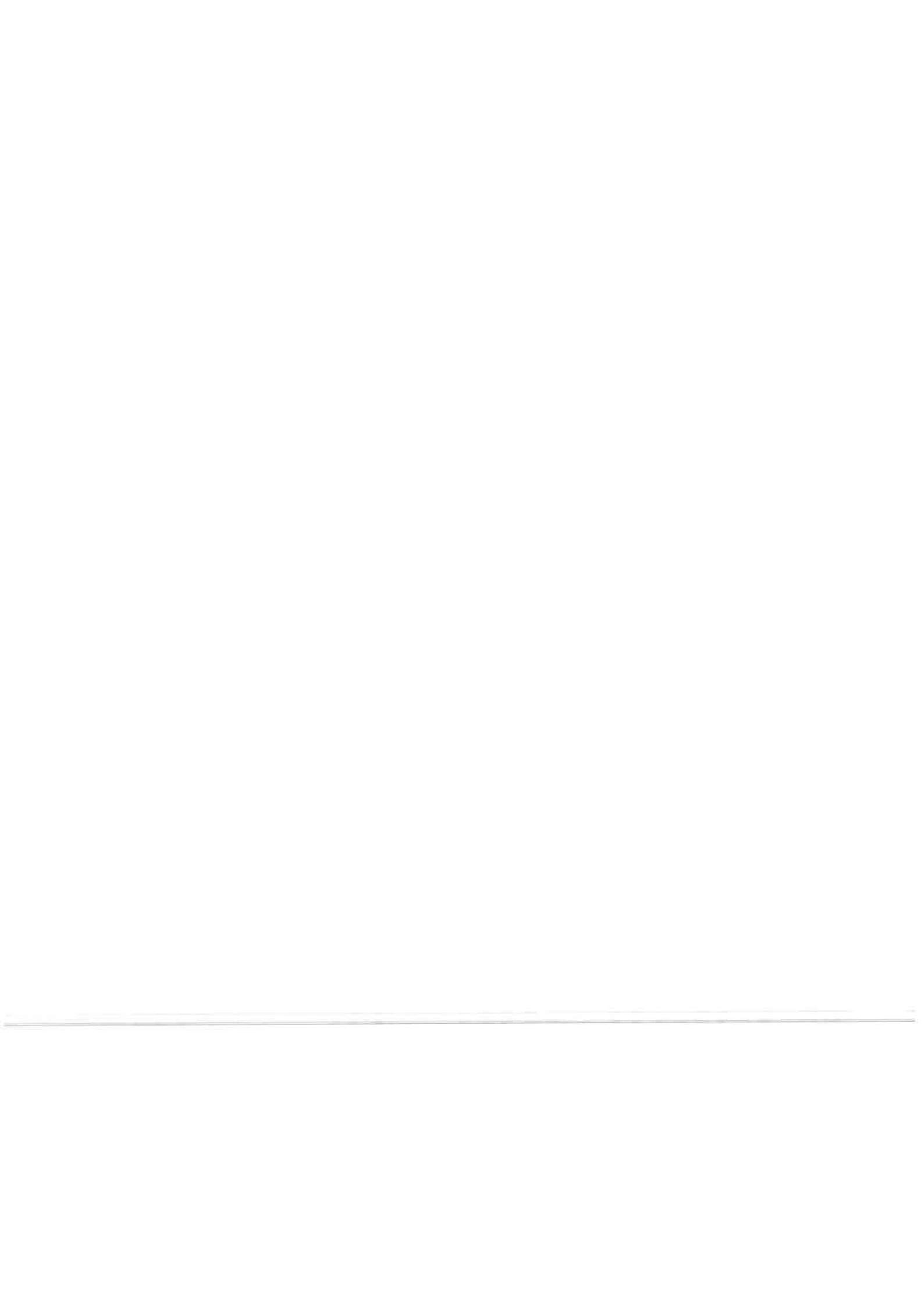
	<ul style="list-style-type: none"> Improvements to doorways and corridors and key locations throughout school e.g. some exits do not have level access (fire exits in year 2, split level flooring on upper storeys, especially off stairwell) 	<ul style="list-style-type: none"> Level or reduce thresholds to 5mm to allow access for wheelchair users in every doorway All doors including main entrance to have vision panels at the correct heights to prevent a collision hazard for wheelchair users and people of small stature (with a minimum visibility zone between 500mm and 1500mm from floor level and located at the side of the leading edge. Glass should comply with BS6206.) All doors and corridors to be wide enough to accommodate a full-sized wheelchair (eg staff room) Year 2 play corridor needs to be resurfaced as it is currently uneven An architectural review is needed for remodelling access to key locations eg Male Staff Toilets, meeting rooms off 	<p>To be completed over time but works to begin not later than Summer 2025 with a five year plan in place to improve priority locations</p>	<p>RP/NH</p>
			<p>Architectural review completed by 2024 with targets added to long term targets during redraft of Access Plan in 2024/25</p>	<p>RP/NH</p>



		stairwells mid way between storeys etc)		
Long term	<ul style="list-style-type: none"> • Currently no access to upper floors for wheelchair users/people with restricted mobility • Flashing beacons to be installed to assist people with visual impairments in case of fire 	<ul style="list-style-type: none"> • A lift needs to be installed • Specialist advice should be undertaken to install alarm/alerting systems for people with impaired hearing, such as flashing beacons and vibrating devices. If flashing beacons are used, supplement with signage to indicate purpose. <p>BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments.</p>	<p>County to be informed and timescale to be advised based on their Access Strategy</p> <p>County to be informed and timescale to be advised based on their Access Strategy</p> <p>“</p>	<p>RP/NH/ LEA</p> <p>RP/NH/ LEA</p>



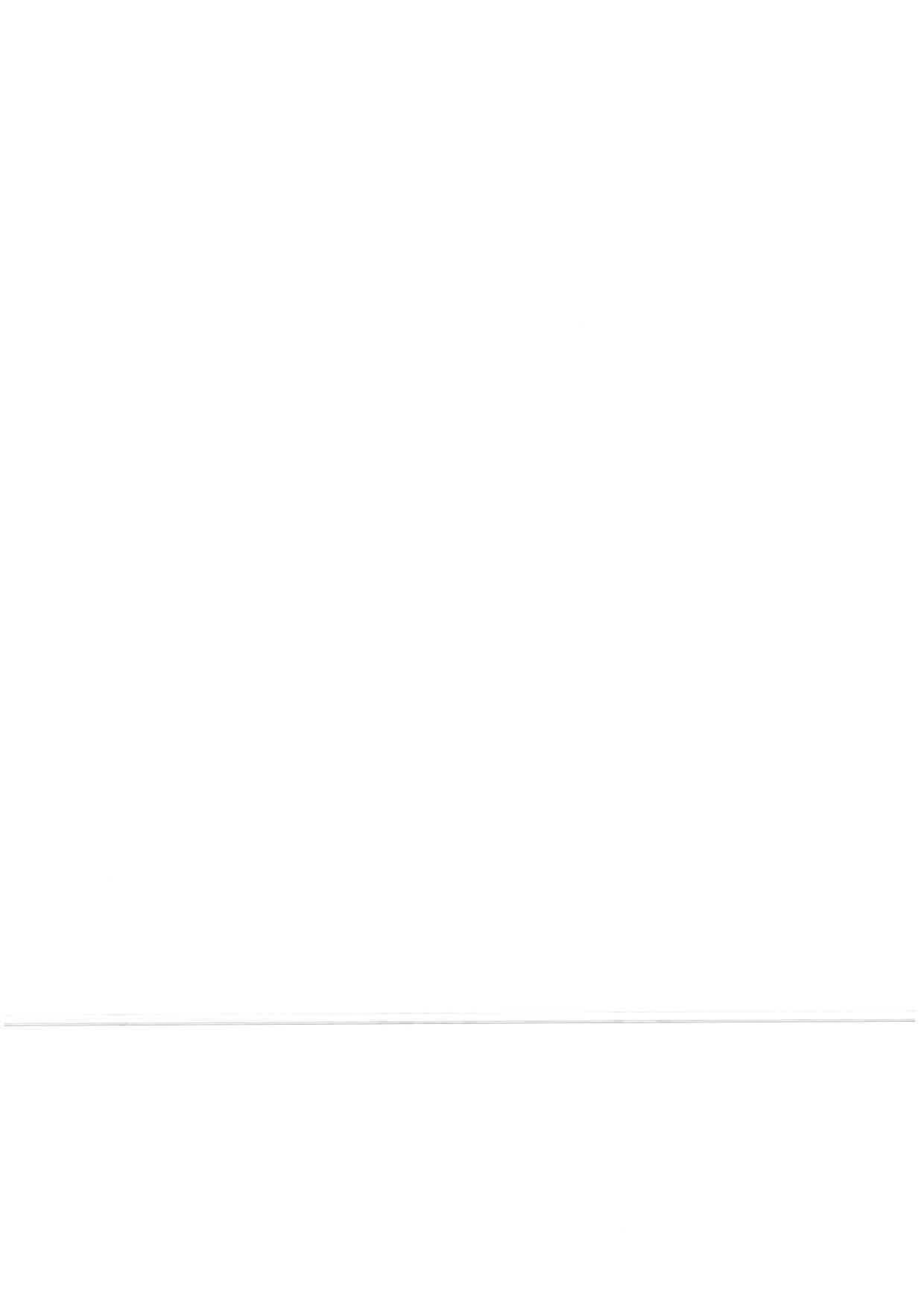
Access to the Curriculum		Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Ensure all staff have access to specific training on disability issues ALNCO TO MAKE REFERENCE TO CURRENT PUPIL NEEDS with school during briefings. 	<ul style="list-style-type: none"> Use staff audit to identify training needs and inform Professional Development process. 	Autumn 2023	RP/NH/ALNCO	
	<ul style="list-style-type: none"> Ensure all staff are aware of any disabled pupils' curriculum access where applicable 	<ul style="list-style-type: none"> Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable Display information relating to individual pupils' needs in staff room 	Beginning of term or as pupils are admitted as appropriate As and when necessary	RP/NH/ALNCO RP/NH/ALNCO	
	<ul style="list-style-type: none"> Improve learning environment for pupils with ASD 	<ul style="list-style-type: none"> Implement recommendations for ASD-Friendly classrooms eg <ul style="list-style-type: none"> Paring down wall displays (calming rather than over-stimulating) Hessian walls boards Calming wall colours 	Autumn 2023	RP/NH/ALNCO	
Medium term	Ensure all IT software and resources are adapted for use by people with visual impairments	<ul style="list-style-type: none"> Audit all ALN + ICT and other resources. Order further resources as necessary 	Audit – by end of Autumn Term 2023 Spending plan in place – Spring 2023	RP/NH/ALNCO	



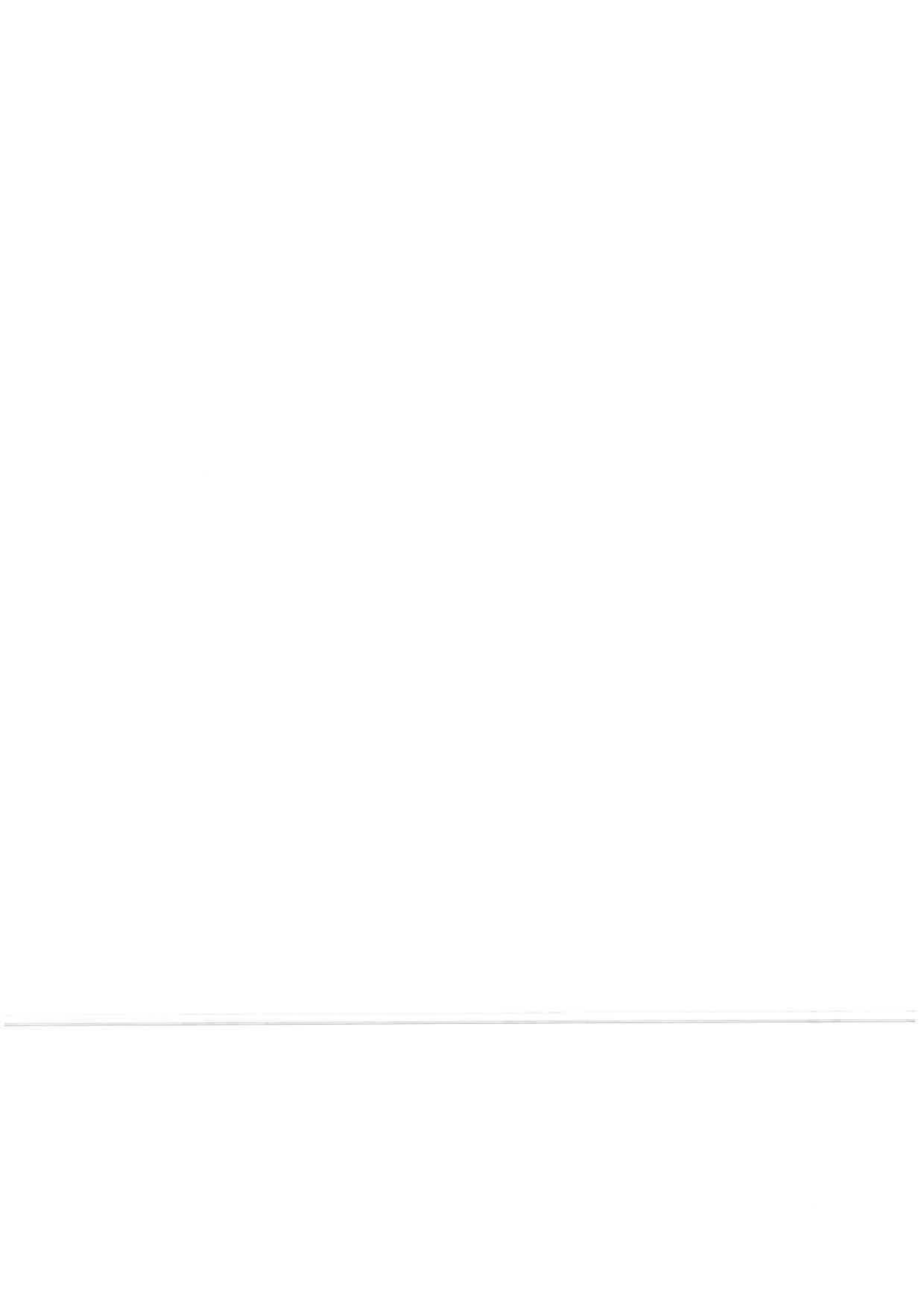
			(See also long term)	
Long term	<ul style="list-style-type: none"> Ensure all staff have refresher disability equality training. 	<ul style="list-style-type: none"> Set up refresher INSET training for SLT/ all staff on Equalities/ Disability Equality Duty 	Review current needs in 2028	RP/NH/ALNCO
	<ul style="list-style-type: none"> Ensure all IT software and resources are adapted for use by people with visual impairments 	<ul style="list-style-type: none"> Ensure new staff access similar CPD courses 	All staff to have completed by 2032	RP/NH/ALNCO
		<ul style="list-style-type: none"> Governors to agree in principle to upgrades of IT equipment with accessible technology for range of impairments and conditions, based on audit undertaken under medium term targets 	Agreement with LEA what is in scope for school to purchase and what is available through LEA budgets with purchases of priority equipment to begin no later than 2030 (dependant on negotiations with LEA)	RP/NH

Access to Information

Targets	Strategies	Timescale	Responsibilities



<p>Short term</p>	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school Review all letters home to check that they are written in Plain English Produce newsletter in alternative formats e.g. large print, Braille, audio according to need 	<p>Ongoing</p> <p>Ongoing</p> <p>According to need</p>	<p>DK/RJ</p> <p>RP/NH</p> <p>RP/NH</p>
	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs 	<p>As and when necessary</p> <p>As and when necessary</p>	<p>RP/NH</p> <p>RP/NH</p>
<p>Medium term</p>	<ul style="list-style-type: none"> School corridor and classroom displays are accessible to all 	<ul style="list-style-type: none"> Review any laminated (or similar) wall displays for reflections from windows or lighting and replace or move as necessary 	<p>To be built into regular teaching assessment from Autumn 2022</p> <p>Ongoing – self assessment</p>	<p>RP/NH</p>



Long term	<ul style="list-style-type: none"> • Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils 	<ul style="list-style-type: none"> • Provide training in relation to SLCD issues, for all staff 	By 2025	Speech therapist/ LEA SLCD Team
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