

# The Spire Church of England Learning Trust

## Equality and Inclusion Policy 2025 – 2029 Including Accessibility Action Plan 2025 - 2028

This policy complies with “The Equality Act 2010” and the Public Sector Equality Duty (PSED). It also includes the Trust’s Accessibility Plan and published equality objective. Both documents are approved by the Trust Board and adopted by all schools within the Trust.



The documents are reviewed and updated by a representative of St John’s Middle School having been awarded Winner of the Best Practice in Inclusive Education Award for 2024, sponsored by nasen (National Association for Special Educational Needs).

Further details are provided on page 2.

**These documents will be subject to an ongoing review. They may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate. They will be presented to the Trust Board for further approval and to be ratified if significant changes are to be applied.**

Reviewed:	January 2025
Ratified:	February 2025
Next Review for Policy:	January 2029
Next review for Accessibility Action Plan:	January 2028

In collaboration with



## APPENDIX 3

School Name.....

### Accessibility Action Plan and Published Equality Objective 2025 - 2028

This plan has been approved by the Trust Board and should be used and adapted by each individual school within the Trust to suit their own settings and published on their website along with this Equality Policy.

This plan complies with “The Equality Act 2010” and the Public Sector Equality Duty (PSED) including publishing an equality objective. A member of the SLT monitors this as part of their duties relating to the School Improvement Plan which this is allied to.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	<p>Publish and promote the Equality Plan through the Trust website.</p> <p>Each school to publish the Equality Plan on their school website.</p> <p>Promote equal opportunities for its entire workforce, tackling bullying and discrimination whenever it occurs (This is the Trust’s published equality objective – PSED)</p>	Noting staff and parent/carer awareness of principles of the Equality Plan	COO/ Headteacher/Head of School Designated Member of Staff	Ongoing	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays.</p> <p>Parents/carers are aware of the Equality Plan.</p>

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Early success indicators</b>
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Headteacher/Head of School Governing Body	Regular progress reviews	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Headteacher/Head of School/SLT	Ongoing	Curriculum reflects principles of the Equality Plan
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT	Ongoing	More diversity reflected in school displays across all year groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising, pot of fairness, etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Ongoing	Key school roles are shared fairly among pupils
All	Ensure reward systems for Behaviour , attendance, effort and achievement do not discriminate on any covered by the protected characteristics or on grounds of ill health	Review of award systems / celebration events.	Headteachers/Head of School Designated Member of Staff	Ongoing	Reward systems are fair and proportionate and do not discriminate on any covered by the protected characteristics or on grounds of ill health

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Local Governing Body / Local Authority on a termly basis.	The Headteacher/Head of School/Local Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents/carers satisfied with the response?	Headteacher/Head of School/Local Governing Body	Ongoing	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Local Governing Body
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, and boys to take up dance to make participation rates more reflective of the school population.	Noticeable participation of girls and boys in sports clubs and out of school sport activities.	Member of staff leading on Sports / PE	Ongoing	More girls and boys take up after-school sports clubs
Disability Equality Duty	Children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	Monitoring involvement of children with disabilities	SEND Coordinator	Ongoing	Children with disabilities clearly taking part in all aspects of school life