

Ryarsh Primary School Single Equality Scheme including Accessibility Plan

Mission statement

At Ryarsh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, age, gender, disability, faith, religion and socio-economic background. We are also committed to ensuring equality for protected characteristics such as transgender or sexual identity and pregnancy and maternity. 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.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ryarsh Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equality and the Law

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

1 All learners are of equal value

We see all learners and potential learners, including staff, visitors and parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity

- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2 We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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

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

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4 We observe good equality practice in staff recruitment, retention and deployment

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5 We aim to reduce and remove inequalities and barriers that already exist

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds

- people of all gender identities.

6 We consult and involve widely

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Discussion at Governing body meetings
- Feedback from parent surveys and parents' consultations
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons
- Issues raised in annual reviews or reviews of progress on via Personalised Provision Maps, mentoring and support

7 Society as a whole should benefit

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

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people of all gender identities
- people, whatever their sexual identity.

8 We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9 Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report on progress towards achieving them. Our 2017-2020 Action Plan, including Accessibility plan, is Appendix 1.

Equality of Opportunity

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps

- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

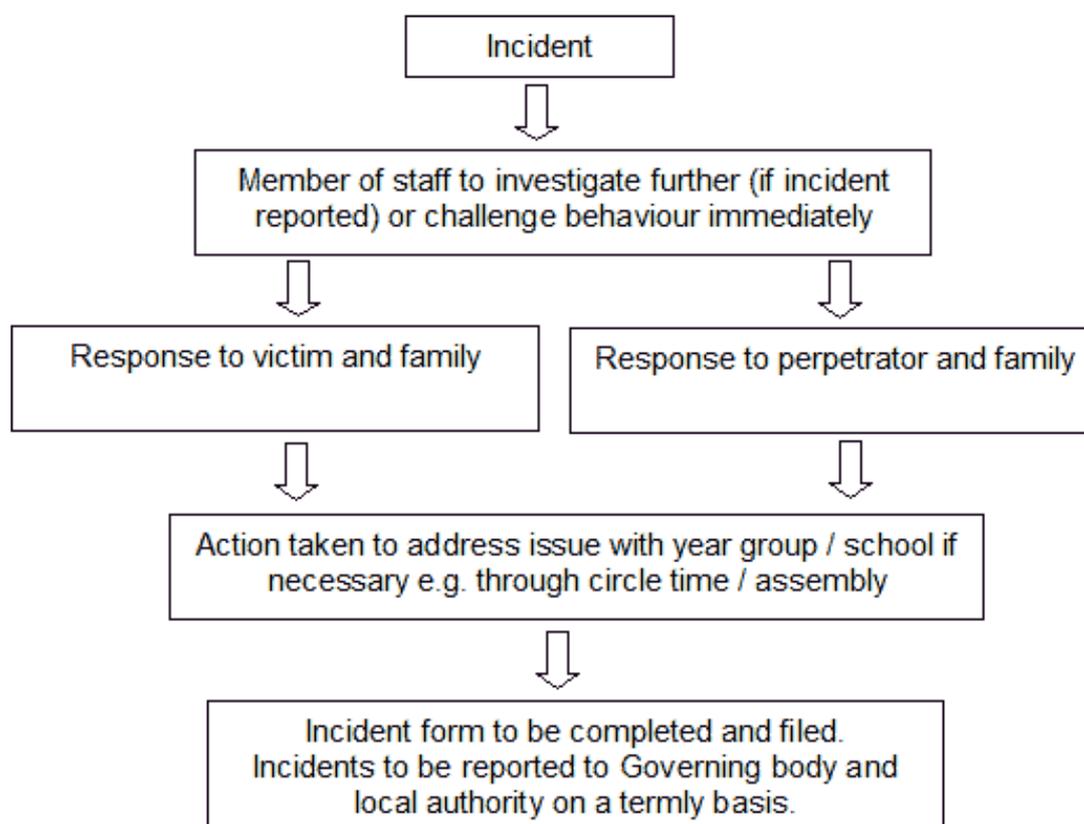
- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Addressing prejudice and prejudice-based bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.
- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

The chart below details how an incident will be dealt with.



Monitoring and Review

We will review progress in our Action Plan annually and review the entire Single Equality Scheme and Action Plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Policy adopted by Governing Body	Summer Term 2017
To be reviewed	Summer Term 2020
Signed by Head Teacher	
Signed by Chair of Governors	

2017-2020 Action Plan, including Accessibility Plan

Accessibility Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act in 2010.

Definition of Disability

According to the Equality Act 2010 a person has a disability if

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Objectives

Ryarsh Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

Contextual Information

Ryarsh Primary School building was originally built in 1941 but has been extended and adapted over time to make life less difficult for people with disabilities. The schools' expressed intention is that if a child, employee or parent's disability prevented them having full and easy access, then the function of different areas would be changed to accommodate them. The entire building is on the ground floor and there is step-free access at the main front door, pupil entrance, hall and at the pod. Although for Dolphin, Seahorse and Penguin classes the nearest access onto the playground is via steps, alternative access is available. There are two accessible toilet facilities, one in the main building and one in the pod. The car park does not currently have disabled parking spaces.

Equality Strand	Action	Responsibility	Timeframe	Priority	Success Indicators
All	Publish and promote the Single Equality Plan through the school website and staff meetings.	Headteacher	Spring 2017	High	Staff and parents are familiar with the SEP. Staff use the principles of the SEP in planning lessons, assemblies and displays.
Improving Physical Access	Improve disabled access at the main pupil entrance (den/playground door) by installing a power assisted door	Headteacher and Governors Monitoring Pair for Premises	Identify costs Summer 2017 and review	High	Building accessibility is improved at the main pupil entrance.
Improving Physical Access	Improve disabled access at the main school entrance (front door) by checking the height of the bell used for access	Headteacher and Governors Monitoring Pair for Premises	Summer 2017	High	Building accessibility is improved at the main school entrance.
Improving Physical Access	Improve access at all exit/entrance doorways with a 'lip' by providing portable ramps that can be installed if needed	Headteacher and Governors Monitoring Pair for Premises	Summer 2017	High	Building accessibility is improved.
Improving Physical Access	Improve access by replacing steps at KS1 entrance with ramped access.	Headteacher and Governors Monitoring Pair for Premises	Once Hall project is finalised	Medium	Building accessibility is improved so that classrooms have better access to the playground.

Equality Strand	Action	Responsibility	Timeframe	Priority	Success Indicators
Improving Physical Access	Improve toilet access for disabled children, particularly in the EYFS (Reception classroom).	Headteacher and Governors Monitoring Pair for Premises	Once Hall project is finalised	Medium	Access to toilets is improved for children.
All	Ensure that our curriculum promotes role models and heroes which that our children positively identify with, which reflects diversity in terms of disability and other protected characteristics.	Headteacher, Deputy Headteacher and Class teachers	Summer 2017 and yearly	High	Pupils show greater awareness of diversity as part of their understanding of British Values.
All	Ensure that displays in classrooms and corridors and resources in classrooms, class libraries and bookbase promote diversity in terms of disability and other protected characteristics.	Headteacher and class teachers	Summer 2017 and yearly	High	More diversity reflected in school displays and resources.
All	Recognise and represent the talents of disabled pupils in Higher and Exceptional Achievers programs, and ensure the representation on the programs fully reflects the school population in terms of race, gender, disability and any other protected characteristics.	Headteacher	Ongoing	High	Analysis of our register shows it reflects our school's diversity
All	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school, including involvement in school council and other responsibilities.	Headteacher	September 2017 and yearly	High	Diversity in school council membership. The voice of all pupils is heard.

Equality Strand	Action	Responsibility	Timeframe	Priority	Success Indicators
Race Equality Duty	Identify, respond to and report all prejudice-related incidents, including racist incidents, to the Governing Body and Local Authority as they occur	Headteacher	Immediate response to incidents	High	All staff are aware of prejudice-based incidents, including racist incidents, and respond appropriately.
Gender Equality Duty	Encourage boys and girls to take up a range of opportunities in extra-curricular activities	Headteacher	Review data Summer 2017 and yearly	High	Increased balance of gender in extra-curricular activities
Disability Equality Duty	Review planned new entrants and their parents to identify any with disabilities and the nature of their disability. Where disabilities have been identified, review current accessibility with respect to those disabilities and report this to SEN Governor.	Headteacher	June 2017 and yearly for new Reception children, ongoing for in-year admissions	High	Improved access to the school buildings and curriculum facilitated for disabled pupils and parents.
Community Cohesion	Review assembly provision to ensure that it is diverse, with a multi-cultural focus.	Headteacher	Spring 2017 and termly	High	Children's responses show a greater awareness of other cultures.