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/adoption and maternity/paternity. 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 different protected characteristics 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 respect of 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.
- family history

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/or homophobic harassment.

4 We observe good equalities 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/adoption and maternity/paternity.

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 Personalised Provision Plans or Education, Health and Care Plans.
- Advice from other professionals (STLS, SALT, EP, etc)

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 2020-2023 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

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;

- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Action Plan which covers the requirements for a Disability Equality Scheme;
- Review and revise this Scheme every three years.

Gender Equality
The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme;
- Review and revise this Scheme every three years.

Sexual Orientation
The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

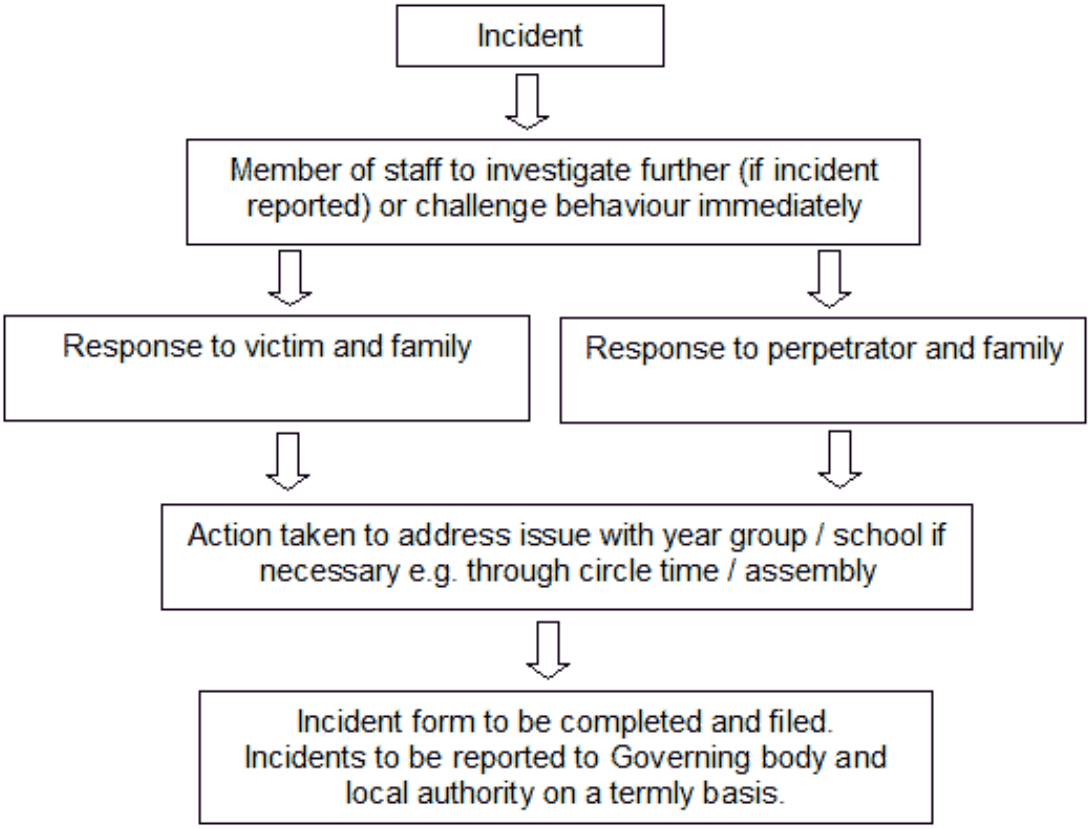
Community cohesion
The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

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	Autumn Term 2023
To be reviewed	Autumn Term 2026
Signed by Head Teacher	
Signed by Chair of Governors	

2023-2026 Action Plan, including Accessibility Plan

Appendix 1

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. 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, although provisions are made for drivers with a blue badge.

Equality Strand	Action	Responsibility	Timeframe	Priority	Success Indicators
All	Publish and promote the Single Equality Plan through the school website and staff meetings.	Headteacher	Every academic year.	High	Staff and parents are familiar with the Single Equality Scheme and Accessibility plan. Staff use the principles to guide provision.
Improving Physical Access	Continue to improve access at all exit/entrance doorways with a 'lip' by installing zero thresholds as part of ongoing project.	Headteacher and Governors Monitoring Pair for Premises	Ongoing from Summer 2023	High	Building accessibility in the KS1 classrooms is improved.
Improving Physical Access	Ensure that the width of the outside entrance/exit doors are complaint with the disability discrimination act.	The local authority and headteacher	Summer 2023	High	External doors that are not wide enough have been widened, and are compliant with DDA and most up to date regulations.
Race Equality Duty	Make a link with another school in a different context to provide opportunities to learn about a different culture.	Headteacher	2024-2025 academic year	-	Link has been set up and children/staff have developed more knowledge and appreciation of cultural diversity.
Gender Equality Duty	Encourage boys and girls to take up a range of opportunities in extra-curricular activities	Headteacher	Review club data yearly.	High	Increased balance of gender in extra-curricular activities
Community Cohesion	Review assembly provision to ensure that it is diverse, with a range of foci e.g. multiculturalism, neurodiversity, etc.	Headteacher, PSHE and personal development leader.	Termly	Medium	Children's responses show a greater awareness of other cultures.

Equality Strand	Action	Responsibility	Timeframe	Priority	Success Indicators
	Make stronger links with the local community e.g. care homes, charities, etc.				The children make increasing contributions to their local community and take part in more further to understand and strengthen their community.
Disability Equality Duty	Continue to adapt the school environment for children with disabilities (specifically hearing impairment), utilising advice from specialists	SENCo SEN governor	Ongoing	High	Improved environment. Improved staff awareness Developmental indicators. i.e. attainment/progress data.
Disability Equality Duty	Increase disabled pupils' participation in the school's curriculum through improving the children's acquisition of key vocabulary.	SENCo & Headteacher	Ongoing	Medium	Curriculum progression documents all updated with key vocabulary indicated for all units of work. A variety of resources will be used to support children's acquisition of key vocabulary. Where needed, Impactful interventions will be in place for children to help support their acquisition of key vocabulary.
Disability Equality Duty	Where required, increase the children's understanding of disabilities and neurodiversity through the curriculum in place.	SENCo & Assistant Head. SEN governor	Ongoing	Medium	Curriculum documents adapted and children more knowledgeable about disabilities/neurodiversity. Staff able to improve the quality of support in place to meet the needs of various needs.

Equality Strand	Action	Responsibility	Timeframe	Priority	Success Indicators
	Increase staff awareness and understanding of various disabilities and neurodivergent people.				