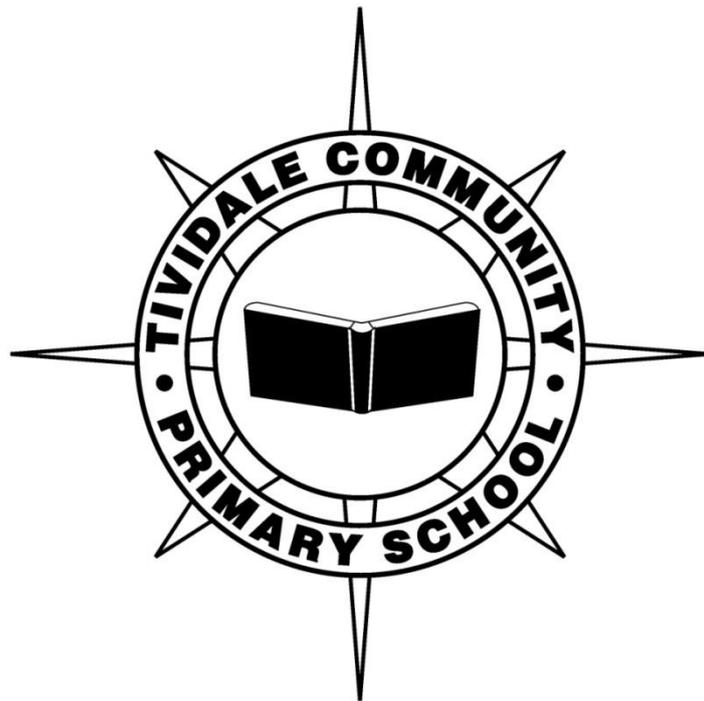


# Tivdale Community Primary School

## Equality and Accessibility Plan 2016 -19



## Check list for school staff and governors

√ Is information collected on ethnicity, disability and gender with regards to both pupils and staff? E.g. Pupil's achievement, attendance, exclusions staff training? Is this information used to inform policies, plans and strategies, lessons, additional support, training and activities the school provides?

√ Is pupil achievement analysed by ethnicity, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

√ How has our Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

√ Does the curriculum include opportunities to understand the issues related to ethnicity, disability and gender?

√ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

√ Is bullying and harassment of pupils and staff monitored by ethnicity, disability and gender, and is this information used to make a difference to the experience of other pupils?

√ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

√ Does the school take part in annual events such as Black History Month, Red Nose Day and other events to raise awareness of issues around ethnicity, disability and gender?

√ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

√ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information.

√ Are procedures for the election of parent governors open to candidates and voters who are disabled?

# **Tividale Community Primary School Equality and Accessibility Plan**

**1. Mission statement**

**2. Mainstreaming equality and accessibility into policy and practice**

**3. Equal Opportunities for Staff**

**4. Equality and the law**

**a. Ethnicity**

**b. Disability**

**c. Accessibility**

**d. Gender**

**e. Sexual orientation**

**f. Community cohesion**

**5. Consultation**

**6. Roles and Responsibilities**

**7. Tackling discrimination**

**8. Review of progress and impact**

**9. Publishing the plan**

**10. Appendix A**

- **Action Plan**

**11. Appendix B**

- **Examples of further actions which may be implemented to meet the general requirements of the duties.**

## **1. Mission statement**

At Tividale Community Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. 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 ethnicity, 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 Tividale Community Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming Equality and Accessibility into policy and practice**

As well as the specific actions set out beneath this plan, 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;
- Target interventions that are designed to alleviate disadvantage in or meet the needs of groups with 'protected characteristics.'
- 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.

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.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Tividale Community Primary School.

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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **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 and particularly when allocating Teaching and Learning Responsibilities (TLR) 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.

## **4. Equality and the law**

From October 2010, The Equality Act replaced legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

There are a number of statutory duties that must be met by every school in line with the new act. It covers not just teaching, but lunchtimes, clubs, activities, school trips, sporting activities – the whole life of the school.

The action plan at the end of this Equality Plan outlines the actions we at Tividale Community Primary School, will take to meet the general duties detailed below.

#### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools in regard to Race Equality. Tividale community Primary School has a duty to:

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

Under our specific duty we will:

- Prepare an Equality Plan which includes our written plan for Race Equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

#### **4b. Disability**

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

##### **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 Equality Act placed a general duty on schools, including 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 Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Accessibility**

At Tividale Community Primary School, we have a duty to ensure our environment, our teaching and learning and all aspects of school life encompassed by this policy and outlined in Section 4 of this policy.

Under our specific duty we will:

- to complete and review the **environment audit** of the school to identify areas that are and are not DDA compliant;
- to complete on a regular basis an **audit of pupil disability needs** of the current and known future pupil population of the school;
- to plan **amendments to curriculum** planning, delivery and resourcing to meet the needs of disabled pupils;
- to raise staff awareness and to ensure that staff fully meet the needs of disabled pupils through **staff INSET**;
- to plan amendments to the **dissemination of information** to ensure that disabled pupils have full access to it;
- to track the on-going success of the school in meeting disabled pupil needs through regular and thorough **monitoring**;
- to ensure the on-going success of the school in meeting the needs of disabled pupils through regular **evaluation and review** of the policy.
- Risk assessments are regularly carried out and measures implemented where necessary, to ensure that a disabled person can have full access to all areas of school and to the curriculum.

#### **4d. Gender Equality**

The Equality Act 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 identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4e. Sexual Orientation**

The Equality Act 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.

#### **4f. Community cohesion**

The governing body of Tividale Community Primary School fully recognizes and carries out its duty to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

### **5. Consultation and involvement**

It is a requirement that the development of this plan 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:

- Feedback from the annual parent questionnaire, parents' evening, parent-teacher structured conversation meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/ Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

### **6. Roles and Responsibilities**

#### The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

#### The role of the Head Teacher.

It is the head teacher's role to implement the school's Equality and Accessibility Plan and she is supported by the governing body in doing so.

It is the head teacher's role to ensure that all stakeholders are aware of the Equality and Accessibility Plan, and that they apply these guidelines fairly in all situations.

The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The headteacher will report to the governing body on the implementation of the Equality Policy, termly.

#### The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.

Teachers support the work of volunteer or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary and in line with the school behavior policy. All incidents are reported to the head teacher and racist incidents are reported to the governing body and on a termly basis to the Local Authority.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **8. Review of progress and impact**

The Plan has been agreed by our Governing Body. At Tividale Community Primary School, we have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality and Accessibility Policy annually and review the accompanying 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.

## **9. Publishing the plan**

In order to meet the statutory requirements of the Equality Act 2010, we will:

- Publish our plan which shows we have due regard for equalities, as defined by the Act, on the school website and also make sure hard copies are available on request.
- Raise awareness of the objectives on the plan through school newsletters, assemblies, staff meetings and other communications;

## Appendix A

### 10. Action plan

<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>Success indicators</b>
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Increased awareness of Plan with all stakeholders	HT/SMT/ ICT Co-ord/Govs	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
	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 through tracking, ROL, PPMs, tracking grids	HT/SMT/ INC Co-ord/Govs	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for all groups
	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, pupil surveys, lessons obs.	CT/LSPs /Display assistant	Diversity reflected in school displays across all year groups
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the	The Head Teacher / Governing body will use the data to assess the	HT/SMT/ INC Co-ord/ Govs	Teaching staff are aware of and respond to racist incidents in accordance to Policy.

<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>Success indicators</b>
	figures to the Governing body	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 satisfied with the response?		
Gender Equality Duty	Ensure that the curriculum, resources, school visits and visitors promote role models and success on a gender equal basis. Opportunities for pupils to attend after-school clubs are allocated on a gender equal basis.	Data is monitored to ensure no gender gap. Equal participation of girls and boys in after school clubs.	All Staff	Narrowing of gender gap in attainment and progress. Equal attendance of boys and girls in after school clubs.
Disability Equality Duty	Improve the physical environment to improve access for pupils with disabilities, as appropriate.	Regular review of school and classroom environment to ensure ease of access, with changes made as necessary. Monitoring of Pupil Progress.	HT/SMT/ INC co-ord	Whole school accessible to all pupils as appropriate. Pupils with a disability make at least expected progress.

<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>Success indicators</b>
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	SMSC/parental and pupils questionnaires	HT/SMT/ SMSC Co-ord	Increased awareness of different communities. Fewer incidents reported in Serious Behaviour Log.

# **Appendix B**

**Examples of actions and further actions which may be implemented to meet the general requirements of the duties.**

## **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

### **The school will ensure that:**

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring 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 etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;

Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

### **The school will provide**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

## **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;

Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;

- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The HT and governing body will report annually in the School Profile on the effectiveness and success of its Equality and Accessibility Plan.