

BADER PRIMARY SCHOOL



Single Equality & Accessibility Plan Policy

Reviewed: June 2020

Next Review: June 2024

Introduction

Bader Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. The Single Equality Scheme brings together the school's approach to promoting equality in our policies and procedures, and most importantly, in our day to day practices and interactions with the school community. Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this.

In accordance with "Public Sector Equality Duty" we have adopted a proactive approach to equality. This means that we will:

Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact

Make changes to ensure that any areas of potential inequality are eliminated. Potential areas are:

- Disability
- Gender reassignment
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age
- Pregnancy and Maternity

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and School Development Plan. This will be reviewed by our Governing Body.

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Policy Aims

- The school acknowledges and welcomes diversity among pupils, staff and visitors
- We will not discriminate against anyone, adult or child, on the grounds of gender, race, age, colour, religion, nationality, ethnicity, sexual orientation, physical or mental abilities.
- Provide the full educational entitlement which meets the individual needs of every child
- Provide quality learning experiences and activities which are differentiated to cater for individual needs
- Celebrate success and achievement to promote positive self-esteem and aspirations
- Have high expectations of children's achievements and behaviour
- Develop an environment in school which promotes a sense of community and belonging and where children can exercise personal and social skills of independence, team work, self-awareness, self-respect and respect for others.
- School is opposed to all forms of racism and xenophobia including those that are directed towards religious groups and communities
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests to religious observance and practice.
- We ensure that all recruitment and employment are fair to all and provide opportunities for everyone to succeed.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.

- Encourage and develop greater parental involvement and support for our school to accomplish these aims we need to work closely with families.
- The education of young children should be promoted through a partnership in which both the home and the school play their parts to the full in order to raise standards of achievement and develop the child as a successful individual.

School Context: Bader Primary School is situated in Thornaby, Stockton-on-Tees.

There are currently 382 children on role including nursery. Attendance is slightly above the local authority target at 96.0%. The school is highly regarded for its work with SEND pupils. Currently 12.8% of pupils are on the SEN support register with 6 supported through EHCP or Statements. All pupils receiving additional support have identified needs under the SEND code of practice.

Meeting our Duties

General duties Under the statutory duties, all schools have “General Duty” to: Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between persons who share a protected characteristics and persons who do not share it; this means:

- Removing or minimising disadvantages suffered by persons.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relationships between persons who share a protected characteristic and persons who do not share it.

Bader Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential. We collect information on our pupils including on the school data base (SIMS):

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism.
- The Governing Body receives information on racist incidents, exclusions and bullying termly.
- Groups of pupils are tracked within the schools data report termly to ensure that all groups of pupils achieve.
- Collecting and Analysing Equality Information for Employment and Governance

Bader Primary School is committed to providing a working environment free from discrimination, victimisation and harassment. We collect and analyse the following information on our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on training events
- Disciplinary and Grievance cases
- Staff performance management

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information we recognise that care must be taken when sharing or publicising statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of information Act 2000 and the Data Protection Act 1998 any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

Consultation

The Single Equality scheme highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success.

Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact or effect of our policies, procedures and functions on various sections of the population, paying particular regard to the needs of minority groups. Where negative impacts are identified, we will take steps to deal with this and to ensure equality of service to all. An inventory of existing policies has been undertaken and there is an on-going rolling programme of policy reviews. We have used our existing school policies to inform our Single Equality Scheme. These include:

- Accessibility plan
- Behaviour Policy
- SEND policy
- Teaching and Learning Policy
- Promotion of British Values

Roles and Responsibilities for Implementing the Single Equality Scheme -

The Head Teacher will:

ensure that staff and parents are informed about the Single Equality Scheme and that it is implemented effectively and report to the Governing Body at least annually, on the effectiveness of the scheme.

The Governing Body will:

support the Head Teacher in implementing any actions necessary and evaluate and review this scheme as necessary.

The Senior Leadership Team will:

have general responsibility for supporting other staff in implementing this scheme and provide a lead in the dissemination of information relating to the scheme.

Parents/Carers will:

have access to the scheme and be encouraged to support the scheme. They will be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

accept that this is a whole school issue and support the Single Equality Scheme.

Pupils will:

be made aware of any relevant part of the scheme, appropriate to age and ability.

Commissioning and Procurement

The school, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our Scheme

The School Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction Annual Review of Progress .The governors will be responsible for monitoring the effectiveness of this scheme. It will be reviewed annually and revised every three years as appropriate in line with legislation. Consideration will be given to:
- The results of our information gathering activities for race, disability and gender and what we have done with this information
- An update of the progress made against priorities

If anyone would like to make a complaint with regards to this policy or any of the appendices, please follow the school complaints policy.

Improving access to the physical environment

Actions	By who	Time Scale	Monitoring and evaluation	Outcomes	Evidence base	Monitoring
1) Create access plans for individual disabled children as part of IEP process	SENDco	On going as necessary	Headteacher, SENDCo and SEND governor	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	SEND subject coordinator file Individual IEPs	
2) Provide information and training on disability equality for all staff.	Headteacher / governing body	On going as necessary	Headteacher, SENDCo			
3) Ensure furniture is wheelchair accessible and waiting chairs are available for visitors	Site Manager	Ongoing	SLT SENDCo	Disabled parents/carers visitors feel more welcome.		

Improving access to the curriculum

Actions	By who	Time Scale	Monitoring and evaluation	Outcomes	Evidence base	Monitoring
1) Undertake audit of staff training needs on curriculum	SENDCO SLT	On going	SENDCO/SLT			
2) Assign day to training identified e.g. dyslexia, differentiation,	SENDCO SLT	On going	SENDCO/SLT	Raised confidence of staff in strategies	PD days CPD	
Alternative recording				for differentiation and increased pupil participation		
Enable parental views to be given on SEN	SENDCo/ SEND Governor		SENDCo/ SEND Governor	Clearer views on Parent voice in relation to inclusivity in all aspects of school life.		
5) Review information to parents/carers to ensure it is accessible				Clearer views on Parent voice in relation to inclusivity in all aspects of school life.		
6) Develop links with local SEND schools/ARPs to improve understanding of curriculum and Organise opportunities for staff to observe when appropriate at local schools				Increased confidence of staff in developing their knowledge of SEND curriculum and systems.		

Improving access to information

Actions	By who	Time Scale	Monitoring and evaluation	Outcomes	Evidence base	Monitoring
Encourage pupils to express their access needs and explore learning styles	All staff		SENDco	Children able to articulate their access		

Teacher's planning will provide opportunities for all pupils to take part and achieve Work scrutiny audits	All staff	Ongoing	SLT/ Governors	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy school	Work scrutiny audits	
Tracking analysis identifies groups and monitors progress for parity across different group				All children will make appropriate progress. Evidence of 'closing the gap' in attainment and progress		
Monitor attendance data to	Attendance Officer			All children will attend		
Ensure that trends do not indicate any group is attending less than any other				regularly and be on time		

Monitor rewards given to ensure that there is equality				All children will have equal opportunity to attain rewards for behaviour and work.		
Monitor sanctions given to ensure that there is equality				Staff use sanctions appropriately as outlined in behaviour policy		
Monitor staff recruitment and retention procedures to ensure equality of opportunity for all				All applicants have an equal opportunity regarding employment in the school		
Monitor promotion procedures to ensure equality of opportunity for all				All applicants have an equal opportunity regarding promotion in the school		
Monitor staff disciplinary, grievance and competency procedures to ensure				All staff receive an equal process regarding sanctions		
equality of opportunity for all				within the school		