

Bawtry Mayflower Primary School Single Equality Policy and Accessibility Plan



Contents

BAWTRY MAYFLOWER PRIMARY SCHOOL – OUR SINGLE EQUALITY POLICY	3
INTRODUCTION	3
OUR APPROACH TO PROMOTING EQUALITY.....	3
A COHESIVE COMMUNITY	4
PUPIL ATTAINMENT AND PROGRESS.....	4
THE QUALITY OF POVISION – TEACHING AND LEARNING.....	4
THE QUALITY OF PROVISION – CURRICULUM AND OTHER ACTIVITIES	5
THE QUALITY OF PROVISION - GUIDANCE AND SUPPORT	5
BEHAVIOUR AND ATTENDANCE	6
PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY	6
LEADERSHIP AND MANAGEMENT.....	6
RACE EQUALITY	7
DISABILITY EQUALITY.....	8
GENDER EQUALITY	9
TRANSGENDER	9
AGE, SEXUAL ORIENTATION, RELIGION AND BELIEF, PREGNANCY AND MATERNITY....	10

ROLES AND RESPONSIBILITIES	10
Our governors are responsible for:	10
The Headteacher is responsible for:	10
All our staff are responsible for:	10
Visitors and contractors are responsible for:	10
MONITORING, REVIEWING AND ASSESSING IMPACT	11
Disability Equality and Access Action Plan 2017-2020.....	

BAWTRY MAYFLOWER PRIMARY SCHOOL – OUR SINGLE EQUALITY POLICY

INTRODUCTION

At Bawtry Mayflower School we aim to provide equality and excellence for all in order to promote the highest possible standards.

OUR APPROACH TO PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to:

- pursue its equality duties to eliminate unlawful discrimination and harassment:
- promote equality of opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or beliefs, gender, marital status, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community –pupils, staff, governors, parents and community members.

A COHESIVE COMMUNITY

Bawtry Mayflower Primary School is situated in Bawtry, a village to the south of Doncaster. The local community is of a predominantly white British background.

In order to achieve a cohesive community, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

PUPIL ATTAINMENT AND PROGRESS

- This school expects the highest possible standards.
- Staff have high expectations of all pupils and continually challenge them to reach higher standards.
- The school recognises and values all forms of achievement.
- We will monitor and analyse pupil performance by ethnicity, gender, disability and special education need and take account of socio-economic circumstances.
- Any disparities which are identified will be addressed through targeted curriculum planning, teaching and through appropriate targeted intervention or support.

THE QUALITY OF PROVISION – TEACHING AND LEARNING

- All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued.
- Positive steps are taken to include pupils who may otherwise be marginalised.
- We take account of pupil's experiences and starting points and are responsive to pupil's different learning styles.
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs.
- Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEND.
- Our teaching styles include collaborative learning.
- All pupils will be encouraged to question, discuss and collaborate in problem solving tasks.

- Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

THE QUALITY OF PROVISION – CURRICULUM AND OTHER ACTIVITIES

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual moral, social and cultural development of all pupils.

THE QUALITY OF PROVISION - GUIDANCE AND SUPPORT

- We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.
- All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
- Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs and disability.

- The school will provide appropriate support for pupils learning English as an additional language. Whilst pupils will be expected to use English as their main language within school, such pupils will also be encouraged to use their home and community languages to enhance their learning.

BEHAVIOUR AND ATTENDANCE

- This school expects high standards of behaviour from all pupils.
- We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all.
- All staff are expected to operate consistent systems of rewards and discipline.
- It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour
- Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently.
- All forms of harassment are recorded, monitored and dealt with.
- Adults in school take care to lead through example, demonstrating high expectations of all pupils.
- This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability that they may have.
- Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is unacceptable.

PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY

- Information and meetings for parents are made accessible for all.
- We aim to ensure that progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education.
- We will take all reasonable steps to ensure that parents with a disability or with learning difficulties can access school's information.
- Parents are fully involved in the school-based response for their child with special educational needs.

LEADERSHIP AND MANAGEMENT

- Steps are taken to ensure the school's admission process is fair and equitable to all pupils, in line with Local Authority procedures.

- This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.
- The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Local Authority guidelines.
- Equality and diversity issues are reflected in our school's employment practices.
- Everyone associated with the school is informed of the contents of this policy.
- All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

RACE EQUALITY

Our policy takes due regard to the school's general and specific duties as detailed in;

- Race Relations (Amendments) Act 2000
- Code Of Practice On The Duty To Promote Race Equality (2001) issued by the Commission for Race Equality (CRE)
- Preparing a Race Equality policy for schools CRE (2002)

At Bawtry Mayflower Primary School we carefully monitor the attainment of all ethnic minorities (including gypsy travellers, refugees, asylum seekers and other white European groups) and intervene to offer additional support for any ethnic minority pupil deemed to be at risk of under achievement.

We recognise the need to monitor our practice frequently to ensure that institutional racism is not unwittingly condoned through prejudice, ignorance or racial stereotyping.

We do not tolerate any forms of racism or racist behaviour.

We define a racist incident as any assault, verbal abuse or damage to personal property, or lack of cooperation in a lesson on account of another pupil's ethnicity.

Should a racist incident occur, staff are trained to deal with it fairly, consistently and effectively.

All incidents are recorded and reported as required by LA guidelines and procedures.

DISABILITY EQUALITY

Our policy takes due regard to the school's general and specific duties as detailed in;

- The Disability Discrimination Act (DDA) 1995
- The 2002 Amendment to The Disability Discrimination Act
- The 2004 Amendment to The Disability Discrimination Act
- The Equality Act 2010

The Disability and Discrimination Act states that a 'person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out day to day activities.'

We recognise that physical or mental impairments can include sensory impairments such as sight and hearing) and learning difficulties.

The definition also includes certain medical conditions when they have a long term and substantial effect on a pupil or adult.

At Bawtry Mayflower Primary School we aim to ensure that disabilities are recognised and we make reasonable adjustments to remove all barriers to both adult and pupil participation in all aspects of school life are removed. However, we do have due regard to the constraints of the resources available.

When advertising for staff, or deciding upon appointments, the governors will follow the necessary procedures and will not discriminate against people with disabilities.

Should a member of staff become disabled the governing body will make reasonable adjustments to that persons' employment arrangements or to the premises in order to enable them to continue in post.

The school is committed to multi-agency working and will liaise with specialists to support individual pupils. These may include Physiotherapists, educational psychologists, speech therapists, doctors, school nurse, social workers, and the staff of the voluntary and statutory agencies.

We benefit from LA advice in terms of the Specialist Teams for Hearing Impairment, and Autism.

Members of staff follow school procedures for both the storage and administration of medicines to pupils. We also have procedures for clearing up when blood and other bodily substances are spilled.

We have trained and identified First Aiders and procedures for contacting emergency services when required.

Our Disability Equality and Access Plan (Appendix A) highlights those areas of the physical building and school grounds as well as aspects of the teaching and learning environment which we wish to improve in order to make access to school life as complete as possible.

GENDER EQUALITY

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, boys and girls.

We realise that gender is one of the key factors affecting educational performance and that it affects sub groups of boys and girls in different ways.

Social class, ethnic origin and local context can all be strongly linked to performance.

We aim to monitor and react to all situations which raise barriers to learning.

TRANSGENDER

Transgendered people are explicitly covered by the gender equality duty.

The term transgendered refers to a range of people who do not feel comfortable with their birth gender.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

AGE, SEXUAL ORIENTATION, RELIGION AND BELID, PREGNANCY AND MATERNITY

We ensure that we do not discriminate on these grounds.

ROLES AND RESPONSIBILITIES

Everyone who works at Bawtry Mayflower Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Head teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it's working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socioeconomic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy.

Responsibility for overseeing equality practices in the school lies with a named member of staff (currently the head teacher) and a named governor (the designated Inclusion governor).

Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils
- Monitoring exclusions.

MONITORING, REVIEWING AND ASSESSING IMPACT

- This policy will be reviewed and reported upon to the governing body annually.
- The School Improvement Plan ensures that the policy forms an essential part to the school's action on equality.
- It includes a determination by the governing body to promote a cohesive community, inclusion and equality in the school.
- This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.
- We will review and publish our equality information after our annual monitoring.
- This policy and its objectives will be reviewed every three years.

January 2020

Disability Equality and Access Action Plan 2020-2023

Target	Action to be taken	Who	Time frame	Success Criteria
<p><u>1. Access to the physical environment</u></p> <p>The school is aware of the access needs of pupils, staff, parents and governors</p>	<p>To create access plans for individual children with disabilities as part of the SEND Support Plan Process</p>	<p>J. Jenkinson</p> <p>N. Walker</p> <p>M. Wood+ class teachers</p>	<p>On-going</p>	<p>All children with access issues identified and addressed with a clear support plan</p> <p>All adults - staff, parents, Governors, visitors have access issues identified and addressed</p>
<p>The school staff/governors are aware of access issues</p>	<p>One Page profile information shared with new staff to ensure continuity of care for children</p> <p>Governors updated on any access issues through governors meetings</p>	<p>Teachers</p> <p>J. Jenkinson</p>	<p>On-going</p>	<p>Information on accessibility in and around the school is shared</p>

<p>Ensure safe access and learning environment for Visually impaired children/staff/parents/visitors</p> <p>Ensure all disabled pupils, staff and visitors can be safely evacuated</p>	<p>Upkeep of coloured painting on steps.</p> <p>Continue to make adjustments for those with visual needs so they can access the learning environment</p> <p>Ensure there is a Personal Emergency Evacuation Plan for all pupils who have needs which may lead to issues when there is an evacuation</p> <p>Ensure all staff are aware of their responsibilities in evacuation, particularly in relation to children with SEND</p>	<p>N.Walker</p> <p>D. Palmer</p> <p>M.Wood</p> <p>N. Walker/J. Jenkinson</p> <p>M. Wood+ class teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going-PEEP's are reviewed annually or when changes in provision occur.</p>	<p>All staff aware of needs of children with a disability at all times</p> <p>Disabled, parents, visitors etc feel welcome and have easy access to the building</p> <p>All pupils are safe in the event of a fire</p>
<p>2 Access to the Curriculum</p>				

<p>Continue to improve the way the curriculum is adapted to meet the needs of all learners</p>	<p>Through observations, learning walks and audits, identify training needs and make all staff aware of opportunities for professional development.</p> <p>Additional specific CPD provided for identified staff.</p> <p>Continue to access the support of external agencies and services where appropriate eg VI team, HI team, ASCETS</p>	<p>N. Walker, M. Wood</p>	<p>Termly.</p>	<p>Staff in school will be able to adapt and differentiate the curriculum to ensure that all children are able to access the learning.</p>
<p>All school visits to be accessible to all pupils</p>	<p>Provide guidance for staff on making visits accessible, seeking support as above when required.</p> <p>Assist staff with creating risk assessments to consider the needs of pupils with disabilities</p>	<p>M.Wood B.Parkes</p>		<p>All children will be able to participate in school visits</p>
<p>Develop staff knowledge about early intervention and access to Early Help Hubs</p>	<p>CPD time allocated to improving staff knowledge of Early Help services.</p>	<p>B.Parkes, J. Jenkinson, M. Clarke</p>		<p>Staff in school will have a clear understanding of the importance of early intervention and how the early help system works.</p>

<p>Consider the impact and implications of the statutory guidance : Supporting Pupils at school with medical conditions</p> <p>To provide resources which reduce barriers to learning</p>	<p>To have knowledge of the statutory guidance</p> <p>To continue to monitor and update medical register</p> <p>Talk devices for those who find writing a challenge</p> <p>Overlays in a range of colours</p> <p>Different sized books</p> <p>Fidget Aids</p>	<p>M. Wood + C.Argo</p> <p>M.Wood</p>		<p>There will be a clear and up to date medical needs register.</p> <p>There is a wide range of strategies and support for children facing inclusion difficulties.</p>
<p>3 Access to Information</p> <p>Improve communication with parents and accessibility to information</p>	<p>Continue to ensure that the school website is clear, simple and easy to use.</p> <p>Continue to provide school information in a range of communication methods to support parents</p>	<p>B.Parkes</p> <p>H.Taylor</p> <p>M. Wood</p>	<p>On going</p>	<p>Parents will be able access clear, up to date information</p>