

# **Gilded Hollins Community School**



## **Equality and Accessibility Plan**

Written and approved:	Spring 2017
Reviewed:	Autumn 2022
To be reviewed:	Autumn 2025

This policy has been written with due regard to the Equality Act 2010

## **Gilded Hollins Community Primary School Equality and Accessibility Plan 2022**

*Check list for school staff and governors:*

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides? ✓
- How has your Equality and Accessibility Plan been shaped by the views, input and involvement of staff, parents and pupils? ✓
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these? ✓
- Does the curriculum include opportunities to understand the issues related to race, 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 race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and local authority on a termly basis? ✓
- Are visual displays reflective of the diversity of your school community? 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? ✓

- 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, in terms of race, disability and gender? ✓
- Are procedures for the election of parent governors open to candidates and voters who are disabled? ✓

At Gilded Hollins Community Primary School we 'Respect Everyone'. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment, both locally and globally. We endeavour to provide 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.

### **School Aims**

To provide a broad and balanced curriculum.

To achieve the highest standards possible in all areas of school life. To provide a welcoming, caring, stimulating and safe environment in which children can develop in self-esteem and are able to co-operate with and show respect and consideration towards others.

To develop links with home, involving parents and carers in the life of the school and the education of their children.

To foster effective relationships between our school and the wider community.

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At Gilded Hollins 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/religion 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 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 Gilded Hollins 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.

### **Mainstreaming equality 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, socio-economic background (Free School Meals) 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.

Exclusions will always be based on the school's Behaviour Policy. We are proud of our low exclusion rate at Gilded Hollins. However, where exclusion is necessary, this is closely monitored to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Gilded Hollins 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.

## **Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

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

## **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:*

- Prepare and Implement an Equality Plan;
- 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.

### **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 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.

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

### **Sexual Orientation**

The Equality Act 2010 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.

### **Consultation and involvement**

At Gilded Hollins Community Primary School we recognise that the development of this plan and the actions within it are 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 parents' evenings
- Feedback from annual parent questionnaires
- Feedback from parent questionnaires sent to SEND pupils and pupils who have received support from external agencies. □ Input from staff or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, individual pupil progress meetings.
- Issues raised in annual reviews or reviews of progress on Individual

Education Plans/Personalised Provision Maps

Feedback at Governing body meetings.

### **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 headteacher**

- It is the headteacher's role to implement the school's Equality Plan and he is supported by the Governing Body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
  - The headteacher 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 headteacher 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 headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **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 headteacher.
- Teachers support the work of ancillary or Learning Support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **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 / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the Governing Body on a termly basis.

### **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

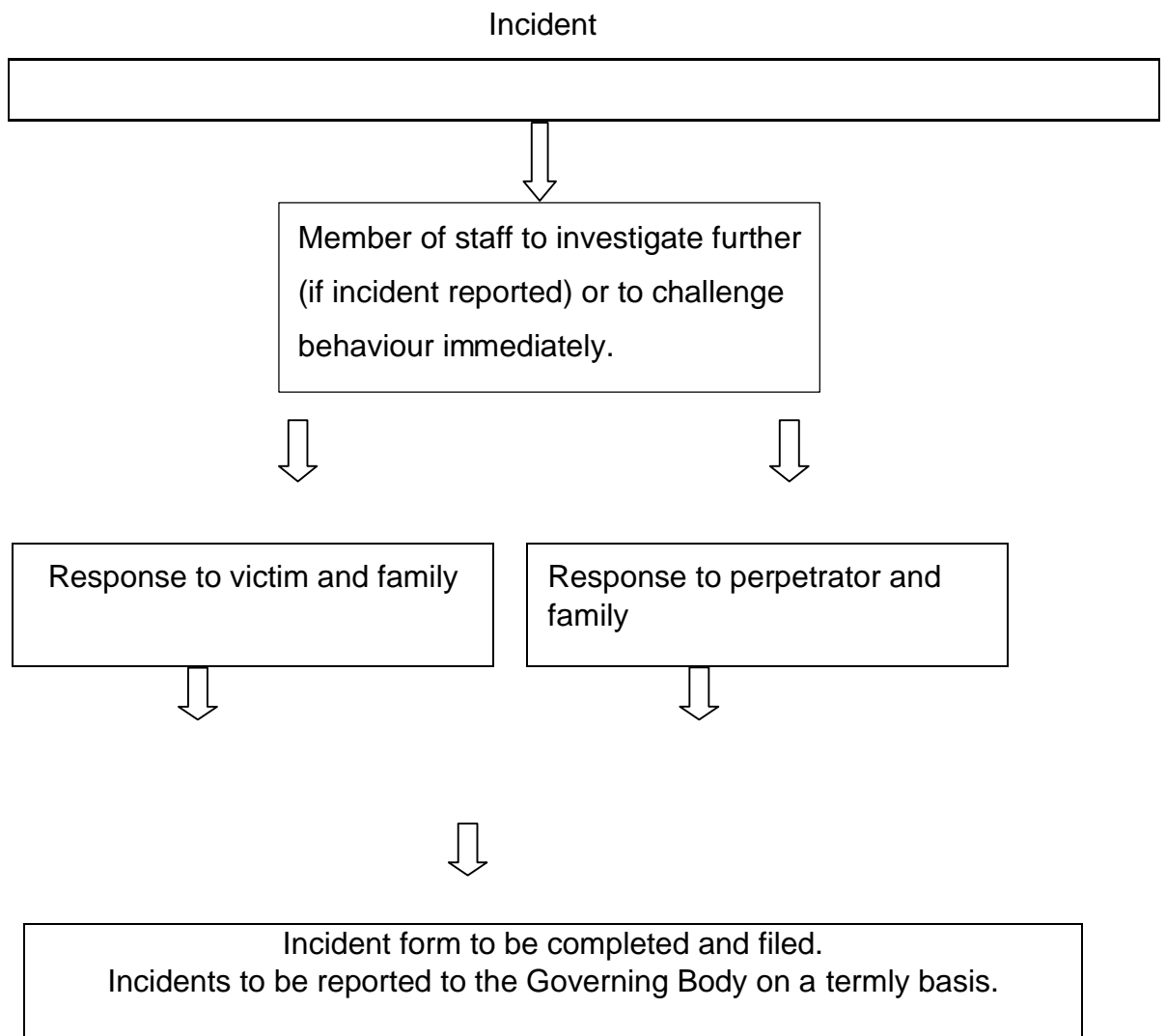
### **Types of discriminatory incident**

*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.

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. At Gilded Hollins Community Primary School there is a procedure for responding and reporting discriminatory incidents:



Action taken to address issue with year group / school if necessary e.g. through Circle Time, assembly, etc.

## **Review of progress and impact**

The Plan has been agreed by our Governing Body.

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 Plan annually and review the entire plan and 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.

## **Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## Equality and Accessibility Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who ?	When?	Success indicators
All	Continue to publish and promote the Equality and Accessibility Plan through the school website, newsletter and staff meetings.	Through responses on annual child and parent questionnaires	Headteacher / Deputy Headteacher		Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays, dealing with behaviour issues. Parents are aware of the Equality Plan
All	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.	Headteacher, Deputy Headteacher, Governing body	Annually in July	Analysis of teacher assessments / annual data. Action is taken to support progress for these groups of children.
All	Ensure that the curriculum, resources, displays and enrichment activities promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels. Links with local groups, visitors, enrichment activities and displays all promote positive role model images around school.	Deputy Headteacher, SLT and staff through scrutiny of work and lesson plans in different curriculum areas	Ongoing	Increase in participation and confidence of targeted groups. All children feel included and represented.

All	To promote positive images which reflect the diversity of the school and community in terms of race, gender and disability.	Through: Assemblies, Displays ,Books and resources	Headteacher, Deputy headteacher	Ongoing	Diversity reflected in school across all year groups.
All	Ensure 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, club attendance, Sports, Eco-Council, monitors/jobs, class assemblies, fund raising etc.	School council and Eco Council representation monitored by race, gender, disability.	All staff, and Headteacher	Ongoing	All children feel they can participate in school activities
Equality Duty	Continue to identify, respond, prevent and report any discriminatory incidents and prejudiced based bullying as outlined in the Plan. Report the figures to the Governing body on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. Number of incidents is low, repeat perpetrators are identified, are pupils and parents satisfied with the responses made by school.	Headteacher, Governing body	Reporting: termly full Governor's meetings	Teaching staff are aware of and respond to racist/bullying incidents. Incidents recorded on CPOMS Children are aware of procedures and what they should do to prevent bullying e.g. telling staff, friends etc. Children are aware of e-safety procedures Children feel safe as they know incidents are dealt with effectively. Consistent reporting is challenged by the Governing Body.
Community cohesion	To celebrate and raise awareness of cultural events throughout the year to increase pupil understanding of different communities e.g. Diwali, Eid, Christmas and Multicultural	PSHE assessments, RSE work scrutiny, evidence in assemblies.	Headteacher ,Deputy Headteacher	Ongoing	The new RSE syllabus supports teaching of all faiths and widens children's awareness and understanding. Children have an increased awareness of different communities.

All	To ensure that extra-curricular activities (including Y6 and Y4 residential ) 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.	Pupil questionnaires about extra-curricular activities.	Deputy Headteacher, Physical Education Leader	Ongoing	Attendance of extracurricular activities reflects the diversity of the school population in terms of race, gender, disability and socioeconomic status.
All	Extra and additional support for pupils who are under-achieving, in order to make extra progress in their learning and their personal well-being	Termly data to indicate off track pupils and those not making expected progress. Pupil progress meetings to identify pupils. Planned interventions to support pupils who are under-achieving and not making expected progress in their learning and personal well-being.	Headteacher, Deputy, class teachers, outside agencies, learning mentor	Termly	Data analysis shows good progress for <u>all</u> in pupil progress meetings
All	To continue to celebrate events in school, such as Black History Month, Multi-Cultural Week, Deaf Awareness Week or One World Week, to raise awareness of issues around race, disability and gender.	Evidence of annual events taking place to raise awareness of issues around race, disability and gender.	Headteacher, Deputy Headteacher	Ongoing	Increased awareness of issues around race, disability and gender.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
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Disability Equality Duty	Classrooms are optimally organised to promote the participation and independence of all pupils Support handles placed in EYFS and KS1 toilets to provide support for wheelchair users Ramp in hall to be clear at all times to facilitate entry and exit into school by wheelchair users Disabled parking in place for daily use Additional staff in place and given appropriate training to provide support as needed for wheelchair user Continue to provide training on a rolling programme	Headteacher / SENCO / Class teachers	CB / CM in conjunction with specialist teachers	January 2023 September 2022 Ongoing	All children, regardless of ability, are enabled access to all aspects of school life through reasonable adjustments to the curriculum, buildings and wider curriculum.
Disability Equality Duty	Continue to ensure practice for children with visual impairment allows independence and ensures accessibility to the curriculum by: Reviewing all worksheets and written documentation Providing accessible workbooks Provide resources as needed – rests, enlarged print etc Continue to take on board all advice given by the visual impairment team Provide training for class teachers and staff as needed (from visual impairment team)	Headteacher / SENCO / Class teachers	CB / CM in conjunction with specialist teachers	Ongoing	All children, regardless of ability, are enabled access to all aspects of school life through reasonable adjustments to the curriculum, buildings and wider curriculum.
Disability Equality Duty	To ensure staff and pupil awareness is increased regarding disability issues and to be aware of their specific duty.	Teachers will use the PHSE/SCARF curriculum to promote the understanding of disabilities in school Staff adaptations are made where needed to ensure that <u>all</u> pupils can take part in all curriculum subjects and enrichment activities whenever possible. Staff will plan out-of-school activities and school trips in such a way that pupils with disabilities can participate.	Headteacher, Deputy Headteacher	Ongoing	All staff will be aware of the Single Equality Plan, including the accessibility plan. Pupils will have a sound understanding of disability and equality of opportunity for <u>all</u> pupils.
Disability Equality Duty	To ensure appropriate healthcare plans are established and adhered to.	Healthcare plans updated when required.	SENCo	Ongoing	Healthcare plans updated and available

Duty	To ensure multi-agency consultation/Early Help Assessments are in place as appropriate.	Pupils and families receive the support they need in school or from outside agencies.			in all class medical files Early Helps in place to support pupils and their families
Disability Equality Duty	To ensure staff have relevant training including, Safeguarding, visual impairment, lifting, Epilepsy, Epipen, Prevent, Fire Marshall and Diabetes.	Staff who are part of a pupil's healthcare plan receive the appropriate training as required in order to carry out their duties effectively. Discussions with staff to ensure they are fully confident in their role.	Deputy Headteacher, School Business Manager and SENCo	Ongoing	Staff training attended
Disability Equality Duty	To ensure an audit (Health and Safety walk around school) is carried out of the physical environment in relation to access by pupils, parents and/or staff with an identified disability.	The physical environment is accessible for pupils, parents and staff with a disability.	Headteacher, CoG	Annually	H & S audit carried out H & S walk with LA/Governors

All	Ensure that practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	Governing body meetings.	Headteacher, Governing Body	Ongoing	The school follows the safer requirements procedures and offers equality for all. A CPD programme is in place which caters to the needs of the individual.
All	Specialist equipment and resources to be arranged for children with SEN and Medical Needs.	SENCo to monitor the provision for SEN and pupils with Medical Needs.	Headteacher/ Deputy Headteacher, Inclusion Leader	Annually or when necessary	The needs of our children are met with 1-1 or group support along with appropriate resources to support learning. Children with Medical Needs have completed health care plans and staff are fully aware and trained where necessary, to ensure individual needs are catered for and appropriate.

## **MONITORING AND REVIEW**

- 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 policy and plan will be reviewed every three years or sooner if necessary.

**Autumn 2022**

