



Rolph Church of England Primary School

Rolph Church of England Primary School

Disability / Race / Gender Equality Scheme

Mission Statement

“To do everything through the love of Jesus so that we all do our best.”

1. Introduction

- 1.1** This document should be read in conjunction with our Mission Statement and our policies for learning and teaching, equal opportunities, accessibility plan (Appendix D) and special educational needs (SEN).
- 1.2** We welcome our general responsibilities under the new Disability Equality Duty to have due regard for the need to:
 - 1.2.1 promote equality of opportunity
 - 1.2.2 eliminate discrimination
 - 1.2.3 eliminate harassment relating to disability, race or gender
 - 1.2.4 promote positive attitudes towards disability, race and gender
 - 1.2.5 encourage participation in all aspects of life
 - 1.2.6 take steps to take account of a person’s impairments, even where that involves treating a person with disability more favourably than other people.
- 1.3** This Scheme sets out the steps the governing body will take that will result in promoting equality of opportunity for people who are disabled and non-disabled, men and women and between different racial groups.

2. School Ethos, Vision & Values

- 2.1** At Rolph we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life regardless of race or gender. Our admissions policy does not discriminate on grounds of disability, race or gender.
- 2.2** The achievement of pupils with a disability, pupils of different race and boys and girls will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of people with any form of impairment or harassment due to race or gender.

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3. Disability

- 3.1 Duties under Part 5A of the DDA 2005 require the governing body to:
 - 3.1.1 promote equality of opportunity for people with a disability: pupils, staff, parents, carers and other people who use the school or may wish to;
 - 3.1.2 prepare and publish a disability equality scheme (Appendix A) to show how they will meet these duties.
- 3.2 Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.
- 3.3 Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:
 - 3.3.1 increasing the extent to which pupils with a disability can participate in the school curriculum;
 - 3.3.2 improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services;
 - 3.3.3 improving the delivery to pupils with a disability of information, which is provided in writing for pupils who are not disabled.

4. Race

- 4.1 Duties under the Race Relations (Amendment) Act 200 require the governing body to
 - 4.1.1 eliminate unlawful discrimination
 - 4.1.2 promote equality of opportunity
 - 4.1.3 promote good relations between people of different racial groups
- 4.2 To meet this requirement the governing body will
 - 4.2.1 produce a written race equality policy (Appendix B) identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
 - 4.2.2 assess and monitor the impact of race equality policies on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups and take such steps as are reasonably practical to publish the results of this monitoring annually
 - 4.2.3 record racist incidents and report them to the local authority on a regular basis.
- 4.3 The school will contact the local authority for advice on the format, process and frequency of reporting as required.

5. Gender

- 5.1 Duties under the Equality Act 2006 require the governing body to:
 - 5.1.1 eliminate unlawful discrimination and harassment on the grounds of sex.
 - 5.1.2 promote equality of opportunity between women and men.
- 5.2 From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme (Appendix C) showing how the school intends to fulfil the general and specific duties.

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6. Involvement of pupils, staff, parents and other users of the school

- 6.1** The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty.
- 6.2** The school will ensure the involvement of a range of people and hear a range of views to meet the disability, gender and race duties.
- 6.3** The views of the pupils, staff, parents, and other users of the school will be used to set priorities.

7. Information Gathering

- 7.1** We recognise that our policies and practices may impact particularly on:
 - 7.1.1 the recruitment, development and retention of employees with a disability;
 - 7.1.2 the educational opportunities available to and the achievements of pupils.
- 7.2** We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability, race and gender equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:
 - 7.2.1 Recruitment, development and retention of employees with a disability, women and men from different racial backgrounds.
 - 7.2.2 Education opportunities available to and achievement of disabled, female and male pupils.
 - 7.2.3 Identify pupils with a disability, parents, carers, staff and other users of the school to develop the scheme (All efforts to be made to collect information).
 - 7.2.4 Pupil attainment of boys and girls.
 - 7.2.5 Sports choices of both genders.
 - 7.2.6 Bullying and harassment on the grounds of gender, disability and race.
 - 7.2.7 Our self evaluation process.
 - 7.2.8 Annual SEN review.
- 7.3** **Pupil Achievement:** Whole school, class and individual pupil tracking data including Target Tracker, Annual SEN tracking and RAISEonline.
- 7.4** **Learning Opportunities:** Please refer to our learning and teaching policy.
- 7.5** **Admissions, Transitions, Exclusions:** Monitoring and Evaluation of pupils and their context. This includes SEN reviews IEP (Individual Educational Plan) reviews and SEF activities.
- 7.6** **Social Relationships:** Weekly staff meetings and ongoing monitoring and assessment by class teachers and SENCO.
- 7.7** **Employing, Promoting and Training Staff with a Disability:** Monitoring of data regarding staff including their appointment, training and professional development.

8. How we will assess the impact of our policies?

- 8.1** The impact of these policies will be evaluated as part of our SEF and the policies themselves will be reviewed in accordance with our policy review schedule and earlier than this if our SEF shows the need for it.
- 8.2** We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our improvement plan.

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8. Reporting

8.1 We will report annually about the progress we make on promoting equality of opportunity for disabled people. This will be a part of the SEN annual review which is itself integral to our ongoing SEF work.

9. Revisiting the Scheme

9.1 Our scheme will be reviewed and revised after a period of 3 years and disabled people, using the school, will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

9.2 Next Review Spring 2017

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Appendix A

Disability Equity Scheme

- A1.1** This school uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against people with a disability. This model says that it is the world and society that creates barriers that limit or prevent people with a disability from enjoying the same opportunities as people who are not disabled.
- A1.2** The Disability Discrimination Act 1995 defines a person with a disability as someone who has a ‘physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.
- According to the Disability Discrimination Act, impairment is to be treated as affecting the person’s ability to carry out normal day-to day activities, only if it affects one or more of the following:
- mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.
- A1.3** The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.
- A1.4** Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

A2. Our Action Plan

- A2.1** We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.
- A2.2** Our existing accessibility plan outlines the steps we are taking to improve:
- A2.2.1 curriculum access
 - A2.2.2 provision of information to disabled pupils
 - A2.2.3 physical access

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DISABILITY EQUALITY SCHEME ACTION PLAN_Summer 2012 to Spring 2014

Area	Objective/ Target	We will achieve this by:	Personnel involved:	Timescale	Costs; time, resources, training	We will have been successful when	Progress monitoring
Curriculum	To ensure that some part of the curriculum in each year raises disability equality issues.	Whole school curriculum review by DHT.	DHT	Start September 14 End March 17	DHT release time	Each year our curriculum raises disability equality issues.	HT
School Buildings	To make the school as accessible as possible	Bursar and HT to draw up plans to make the school more accessible.	HT Bursar Finance Committee	By end Summer 15	Grants	The school is fully accessible for all people with disabilities.	Finance Committee

Appendix B

Race Equality Policy

B1. School Context

- B1.1 Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.
- B1.2 This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

B2. Leadership and Management

- B2.1 All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.
- B2.2 The school will follow the LA Guidelines in dealing with incidents of racial harassment.
- B2.3 Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:
- B2.3.1 stop the incident and comfort the pupil who is the victim;
 - B2.3.2 reprimand the aggressor and inform the victim what action has been taken;
 - B2.3.3 if the incident is witnessed by other pupils, tell them why it is wrong;
 - B2.3.4 report the incident to the headteacher or deputy headteacher and inform him/her of the action taken
 - B2.3.5 inform the class teacher(s) of both the victim and the aggressor, then record what happened on the correct LA form;
 - B2.3.6 Follow guidance on the form.
- B2.3 All racist incidents will now be recorded and reported to the governing body by the head teacher.

B3. Curriculum, Teaching and Assessment

- B3.1 We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:
- B3.1.1 ensure equality of access for all pupils and prepare them for life in a diverse society;
 - B3.1.2 use materials that reflect a range of cultural backgrounds, without stereotyping;
 - B3.1.3 promote attitudes and value that will challenge racist behaviour;
 - B3.1.4 provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
 - B3.1.5 seek to involve all parents in supporting their child's education;
 - B3.1.6 provide educational visits and extra-curricular activities that reflect all pupil backgrounds;

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B3.1.7 take account of the performance of all pupils when planning for future learning and setting targets;

B3.1.8 make best use of all available resources to support the learning of all groups of pupils.

B4. Admission, Attendance, Discipline and Exclusions

B4.1 The school is committed to ensuring that all processes are fairly applied.

B4.2 If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

B5. Pupils' Personal Development, Attainment and Progress

B5.1 If ethnic discrepancies in personal development, attainment and progress become apparent then this will be addressed to discover causes and to seek positive ways forward.

B5.2 We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

B5.3 School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

B5.4 Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

B6. Attitudes and Environment

B6.1 In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

B6.1.1 creating an ethos in which pupils and staff feel valued and secure;

B6.1.2 building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;

B6.1.3 having consistent expectations of pupils and their learning;

B6.1.4 removing or minimising barriers to learning, so that all pupils can achieve;

B6.1.5 ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;

B6.1.6 actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;

B6.1.7 making clear to our pupils what constitutes aggressive and racist behaviour;

B6.1.8 identifying clear procedures for dealing quickly with incidents of racist behaviour;

B6.1.9 making pupils and staff confident to challenge aggressive and racist behaviour.

B7. Staffing - Recruitment, Training and Professional Development

B7.1 The school is committed to attracting and developing a workforce on a basis of merit.

B7.2 The recruitment process will be monitored to ensure that there is no ethnic bias.

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- B7.3** Professional development opportunities are offered to all staff.
- B7.4** The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

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Appendix C

Gender Equality scheme

C1. School Context

- C1.1** At Rolph Church of England Primary School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender.
- C1.2** Under the gender equality duty all schools now need to take action to
- C1.2.1 eliminate unlawful discrimination and harassment
 - C1.2.2 promote equality of opportunity between men and women.
- C1.2** Although at Rolph we take positive steps to address gender inequality, we understand that there are many barriers that prevent pupils and staff from achieving and making the most of the opportunities we make available.
- C1.3** To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.
- C1.4** This scheme sets out the work we will take to promote the gender equality duty over the next 3 years that will:
- C1.4.1 eliminate unlawful discrimination and harassment;
 - C1.4.2 promote equality of opportunity between men and women; and
 - C1.4.3 result in improved outcomes for girls, boys, male and female staff and parents/carers in all aspects of school life, in the wider community and in employment.

C2. Pupils' Personal Development, Attainment and Progress

- C2.1** We will;
- C.2.1.1 challenge gender issues in reading
 - C.2.1.2 ensured that incidents of sexist bullying and harassment are recorded
 - C.2.1.3 assessed the impact of our policies and practices that have a high relevance in promoting gender equality on our pupils, staff and governors (exclusions, behaviour policy)
- C2.2** We will monitor by gender in a range of areas including:
- C.2.2.1 pupil achievement
 - C.2.2.2 exclusions
 - C.2.2.3 recruitment, retention and career development of disabled staff
 - C.2.2.4 participation

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Appendix D

Accessibility Plan

- D1** This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period until Summer 2012. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- D2** Rolph Church of England Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
- D2.1** Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- D2.2** Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- D2.3** Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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Accessibility Plan Summer 2012 to Spring 2014**

Area	Objective/ Target	We will achieve this by:	Personnel involved:	Timescale	Costs; time, resources, training	We will have been successful when	Progress monitoring
School Buildings	To make the school as accessible as possible	Bursar and HT to draw up plans to make the school more accessible.	HT Bursar Finance Committee	By end Summer 15	Grants plus Governors 10%	The school is fully accessible for all people with disabilities.	Finance Committee
Information Reporting	Provide information in an appropriate format.	Monitor information provided to ensure that newsletters / school information is available on in a format most appropriate to the stakeholder receiving it.	School Secretary	By end Spring 16	Translation Services	Stakeholders access information in the most appropriate and informative way.	SEN governor.