



Tannery Drift First School

Enjoyment – Achievement – Respect

Accessibility & Equality Plan

Last Review Date:
December 2020

Next Review Date:
December 2023



Artsmark
Gold Award
Awarded by Arts
Council England

www.tannerydrift.herts.sch.uk

Accessibility & Equality Plan

1. Purpose

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. We aim to create a warm, friendly, welcoming environment and to eliminate any form of racial discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school.

2. Vision and Values

Tannery Drift 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 aim to provide a safe environment which all members, adults and children, can feel happy and secure to develop both academically and socially.

Our approach to equality is based on the following 8 key principles –

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference. We welcome difference and strive to support individuals by removing any possible barriers they may have in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We feel that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities that are different from each other.
4. We encourage a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community. We hope that our policies will encourage positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status.
5. We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential. We strive to provide all children with as many life experiences as possible, hopefully having an impact on their future.
7. We work to raise standards for all pupils, including the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

8. Society as a whole should benefit.
9. We believe that the work we do in school has a great impact on the wider society, by fostering greater social cohesion and reduce prejudice-related bullying and incidents.

3. School Context

Tannery Drift First School is an average-sized school based in Royston. The school is two form entry in Reception to Year 4, with a maximum of 45 in the Nursery. Most pupils are of White British heritage with a small but increasing number from other cultural and ethnic backgrounds. There are 17 different languages spoken across the school and some children, especially in the Early Years, are at the early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities has increased, and is now broadly above average. Attendance is generally good and families continue to be supported to improve this.

4. Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- Set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender identity and reassignment

- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

Disability

At Tannery First School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

5. Roles and Responsibilities and Publish Information

The Board of Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively:

- Every 6 months, managers and key staff will report to the Headteacher on actions and progress.
- Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Person Responsible
Single Equality Scheme	Head
SEND	SENCo
Accessibility	Head
Equality and diversity – behaviour and exclusions	Head
Participation in all aspects of school life	Head
Impact assessment	Head
Stakeholder consultation	Head
Policy review	All staff
Communication and publishing	Head

Commitment to review

The school equality scheme will be aligned with the school plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

At Tannery Drift School we will publish information annually and equality information will be available on the school website.

Commitment to action –

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteacher will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Senior Leaders will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

6. Engagement

Participation and involvement

We welcome the participation and involvement of people from diverse backgrounds and of different abilities. When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

7. Using Information – Equality Impact Assessment, Data and Other Information

Equality Impact Assessments (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. We are in the process of transferring any incidents/concerns to a new on-line tool that will help us clearly be able to identify any discriminations.

8. Our School's Equality Objectives

Target	Strategy	Outcome	Timescale	Achievement
To raise the attendance of disadvantaged children	<ul style="list-style-type: none"> - To support families in ensuring children are always in school - To provide support for parents to ensure good attendance for their child 	Parents and school are working in partnership to improve attendance	Nov 2020 onwards	Attendance records improve further
To continue to develop programmes for children with Speech and Language difficulties.	<ul style="list-style-type: none"> - To continue to identify children with speech difficulties - Continue to make referrals to speech and language service - Continue to provide welcom training for members of staff especially those in the Early Years - Ensure programmes are being delivered consistently and regularly 	Speech and Language programmes are effectively delivered by staff.	Nov 2020 onwards	Children with Speech and Language needs make good progress throughout the school and programmes are clearly having an impact.
Raise attainment, aspirations and experiences for disadvantaged children	<ul style="list-style-type: none"> - Children gain valuable life experiences (school trips, PGL, school visitors) - Children are exposed to new situations and chances through sports and extracurricular activities 	Children have a wide range of experiences.	Nov 2020 onwards	Children are inspired for their future.

<p>To ensure that all staff are able to meet the needs of children with medical conditions.</p>	<ul style="list-style-type: none"> - Update care plans regularly - Provide training to staff so that they are confident and clear about how to help individual conditions - Ensure any changes to the plan is distributed to all staff 	<p>Staff are confident and capable to catering for a wide range of medical needs throughout the school day.</p>	<p>Nov 2020 onwards</p>	<p>At any time of the day, all staff have the relevant medical information and understanding to meet children's needs.</p>
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Tannery Drift First School

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