

# **Access Plan Policy & Practice 2015 - 2018**

Contains relevant information on:

- Equalities legislation (previously Disability Equality Scheme)
- Mission Statement
- Equal opportunities for staff
- Equality and the Law
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## **STANLEY SCHOOL ACCESS PLAN FROM DECEMBER 2015 – DECEMBER 2018**

### **Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Stanley School's accessibility plans are aimed at:

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

Stanley School's previous access plans were incorporated into the Policy, 'Valuing Everyone' and a Disability Equality Scheme/Single Equality Scheme, dated 2011 – 2014, foundation. This access plan includes data and consultation from those schemes where they continue to be relevant.

### **Disability**

The definition of disability under the Law is a wide one. A disabled person is someone who has a 'physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities'.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Conditions, Down syndrome and Hydrocephalus are included. Medical conditions, such as, Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV, are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (e.g. with cancer or mental illness) they are still covered by the legislation for the rest of their life.

### **Legal Duties**

The Disability Discrimination Act (DDA) 2005 places a general duty on schools to have due regard to the following when carrying out and delivery services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people 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.

### **Vision and Values – Mission Statement**

At Stanley 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 or 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 our 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 create an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the School.

### **Equality in 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 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**

The Local Authority control admissions. We welcome everyone, who show an interest, to visit School and spend time in class.

Exclusions are extremely rare and would only be considered following rigorous multi-professional discussions.

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunity 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**

**The Action Plan at the end of this Accessibility Plan outlines the actions the 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:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;

- 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 of our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **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 the 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 2006** 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 in to 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**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evenings, Investors in People and Customer Service Excellence.
- Input from staff surveys, or through staff meetings/INSET
- Feedback from the School Council and PSHE lessons.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans and Behaviour workshops.
- Feedback at governing body meetings.

### **Roles and Responsibilities**

#### **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.
- Seeks to ensure that people are not discriminated against when applying for jobs at our School on grounds of race, gender, or disability.
- Takes 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.
- Welcomes all applications to join the School, whatever a child's socio-economic background, race, gender or disability
- Ensures that no child is discriminated against whilst in our School on account of their race, sex or disability.

#### **The Role of the Head Teacher is to:**

- Implement the School's Accessibility Plan and is supported by the governing body in doing so.

- Ensure that all staff are aware of the Accessibility Plan and that teachers apply these guidelines fairly in all situations.
- Ensure 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.
- Promote the principle of equal opportunity when developing the Curriculum and promote respect for other people and equal opportunities to participate in all aspects of School life.
- Manage all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**The Role of Staff:**

- To ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the School's Accessibility Plan.
- Strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Head Teacher.

**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 / Head Teacher where necessary. All incidents are reported to the Head Teacher, and racist incidents are reported to the Governing Body and Local Authority each term.

**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, 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.

A standard procedure for responding and reporting is outlined below, although at Stanley School it will usually be dealt with on an individual basis, depending upon the level of understanding of the pupils involved.

1. Incident happens
2. Member of staff to investigate further (if incident reported) or challenge behaviour immediately
3. Head Teacher to give response to victim and family OR Head Teacher to give response to perpetrator and family

4. Action taken to address issue with year group / School if necessary, e.g. through circle time/assembly
5. Incident to be logged into Sleuth computer database. A printed report will be produced at the end of the year for the Governing Body and Local Authority.

### **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 Accessibility 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 of ALL children; for this Plan we monitor specifically 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 an Accessibility Plan, we will:

- Publish our Plan on the School Website;
- Raise awareness of the Plan through assemblies, staff meetings and other communications;
- Make sure hard copies are available.

### **Key Questions**

- Is the information collected on race, disability and gender with regard 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 Accessibility Plan been shaped by the view, 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 each term?
- Are visual displays reflective of the diversity of your School community?
- How 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?
- Does the School take part in annual events, such as Black History Month, Deaf Awareness Week and One world Week to raise awareness of the issues around race, disability and gender?
- Is the School environment as accessible as possible to pupils, staff and visitors to the School?
- Are Open Evenings, and other events to 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?

### **Questions and answers from the Standards Site 'Race Equality'**

#### **Must my School have a Race Equality Policy?**

Yes, it is the law, since May 2002, all maintained schools must have a Race Equality Policy in order to comply with the Race Relations (Amendment) Act 2000.

It is the Commission for Racial Equality (CRE) that is responsible for enforcing this Act; It applies to all public bodies, including Local Authorities – not just to schools.

Ofsted inspections will check to see that each school has a Race Equality Policy/Accessibility Plan. If a school does not, then ultimately the CRE has the power to take legal steps to ensure that a school complies with the law.

For more information, see our Race Relations (Amendment) Act page at

[http://www.standards.dcsf.gov.uk/ethnicminorities/raising\\_achievement/763611/](http://www.standards.dcsf.gov.uk/ethnicminorities/raising_achievement/763611/)

## **My school doesn't have many Black and minority ethnic pupils – must we still have a race equality policy?**

Yes, it is the law. Understanding the fundamental concept of race equality is a crucial part of educating children to live in a modern multi-ethnic society.

## **Who in my school is responsible for the race equality policy?**

The Board of Governors is responsible. On some boards, an individual governor may have overall responsibility for race equality in general.

A Board of governors may find it helpful to put a senior member of the school staff in charge of developing the policy, putting it into practice and involving people inside and outside the school.

## **What should my school's race equality policy look like?**

This is up to your school – when you are drawing up the policy you should consider the age and understanding of your pupils and any particular needs your school community may have. It should be regarded as a living document that will evolve over time.

Your school's race equality policy may be a self-contained policy if you think that would be the best approach for your school. Alternatively, you may incorporate Race Equality into an existing equality statement that covers disability and gender equalities. However, if you prefer this approach, the CRE recommends that the section on race equality should be easily identifiable.

Whichever approach your school takes, the policy should be based on your school's values and aims. It should include a statement that your aim is to eliminate unlawful discrimination and to promote equal opportunities and good race relations in all areas of school life. This statement is important because it links the school's race equality policies to all other school activities and policies.

You may find it helpful to draw up a separate action plan to cover the next academic year (or longer) setting out how you intend to put your broad vision into practice.

## **How can my school use the data collected in the course of assessing and monitoring our/its race equality policy?**

The data your school has collected will help prioritise the most important issues in race equality – for instance, to see whether any ethnic group is at a disproportionate risk of exclusion or to measure attainment gaps between different groups. Once a plan has been put in place to tackle your school's priorities, on-going data collection will enable you to measure progress towards achieving your goals.

## **Where can my school get help and advice?**

The CRE sent the *Duty to Promote Race Equality: A guide for Schools*, to all schools in England and Wales in 2002. The Guide includes a thorough framework for drawing up your school's race equality policy. Additional copies (in English or Welsh) can be obtained from the CRE's publications department at [https://www.cre.gov.uk/pubs/cat\\_duty.html](https://www.cre.gov.uk/pubs/cat_duty.html). Copies can also be downloaded in Word or Acrobat format from this page.

The CRE's *Learning of All: Standards for Racial Equality in Schools* (2000) is a very useful checklist to assess how well your school is promoting race equality. *Learning for All* was sent to all schools in England and Wales in 2000, and additional copies (in English or Welsh) can be ordered from the CRE's publications department via [https://www.cre.gov.uk/pubs/cat\\_ed.html](https://www.cre.gov.uk/pubs/cat_ed.html)

Your Local Authority may also have produced guidance to help its schools draw up their race equality policies.

Guidance on ethnic monitoring has also been issued by CRE. This can be ordered or downloaded (in English or Welsh) from [http://www.cre.gov.uk/pubs.cat\\_duty.html](http://www.cre.gov.uk/pubs.cat_duty.html)

You may also find it useful to consult our guidance on using data in Schools' Race Equality Policies – From Issues to Outcomes on the EMA site at

[http://www.standards.dcsf.gov.uk/ethnicminorities/raising\\_achievement/whats\\_new/Equality\\_Issues\\_to\\_OutcomesJan05/](http://www.standards.dcsf.gov.uk/ethnicminorities/raising_achievement/whats_new/Equality_Issues_to_OutcomesJan05/) and, more widely, the separate section on Data Collection on this EMA site at <http://www.standards.dcsf.gov.uk/ethnicminorities/collecting/76919/>

### **Which organisations must produce a race equality policy?**

All those public bodies listed in the statutory Code of Practice produced by the Commission for Racial Equality, are required to meet the general duty to promote race equality by, eliminating unlawful discrimination; promoting equality of opportunity; and promoting good relations between people of different races. Further, the Race Relations Act states that the governing body of a school must have a race equality policy.

### **What are the responsibilities of LEA's in helping schools develop their race equality policy?**

The non-statutory CRE Guidance states that LEAs should lay an active part in supporting schools in their race equality work; identify, set up, and promote good practice in achieving race equality in schools; help to develop positive links between schools and local communities; and provide information, resources, guidance and support, so that schools can develop good practice.

### **Must organisations allow pupils/staff/public see their equality policy?**

Yes, it is a legal obligation on schools to ensure that parents and others can have access to their equality/race policy. Also, schools must monitor the impact of its policies on pupils, parents and staff from different racial groups and in particular on pupil attainment levels. Schools must take reasonable steps to publish the results of their monitoring each year.

### **What does our plan include?**

- The physical environment;
- Access to education, benefits, facilities and services (the whole life of the school);
- Access to information usually provided in written form;
- Issues specific to our setting and the needs of our children;
- Access to the Curriculum