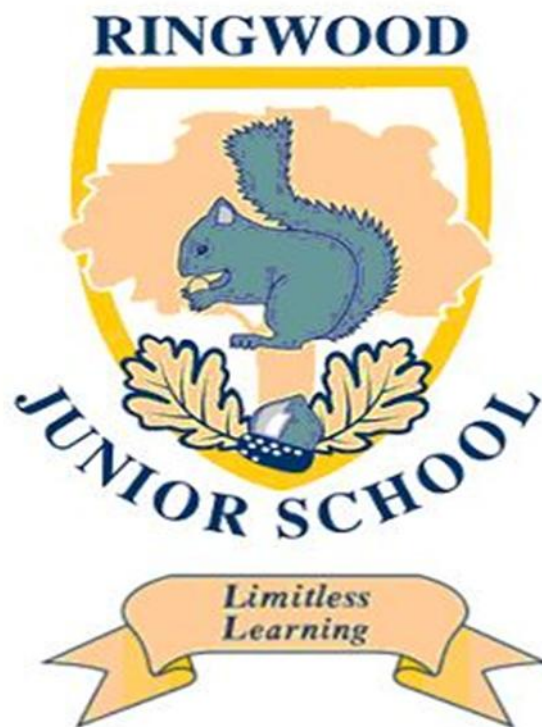


Single Equality Information and Objectives Policy



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Responsibility:

Inclusions Committee

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Introduction

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Ringwood Junior School believes that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity, and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn, and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors, and parents in particular. Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers, and other adults responsible for caring for a child. We follow Hampshire County Council (HCC) guidelines.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment, and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through staff and discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment, and victimisation
- advance equality or opportunity
- and foster good relations

In a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our

commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

Deciding What to Do

Information Gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion, and community cohesion. Our single equality approach helps us to monitor our progress and performance more effectively, as our pupils and staff may face more than one barrier to achieving their full potential.

Pupils

We collect the following information: -

- *admissions*
- *attendance*
- *achievement and progress*
- *rewards and sanctions*
- *incidents of discrimination (monitored by the Inclusions Committee)*
- *incidents of racism (monitored by the Inclusions Committee)*
- *incidents of bullying (monitored by the Inclusions Committee)*

We will ensure that the information we gather will be used to promote equality by embedding the evaluation of performance data, disaggregated by race, disability, and gender, within the school self-evaluation report.

Staff

We collect the following information: -

- *The school monitors the number of staff it has who count as disabled people under the Equality Act 2010.*

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- *The school has not set targets for the recruitment of disabled staff.*
 - *The school provides reasonable adjustments for disabled staff, e.g., accessible accommodation, disabled parking provision and allowing additional time off for disabled staff, if necessary.*
 - *the school would, if applicable, encourage disabled staff to get support from Access to Work (Job Centre Plus)*
 - *The school would operate measures to train and promote disabled staff.*
 - *The school would support disabled staff in regularly meeting together to provide feedback on how school policies and procedures impact upon them.*
 - *The school makes reasonable adjustments to retain staff who develop impairments during the course of their employment.*
 - *We are open to all applicants and treat each applicant on their own merits*

We will ensure that the information we gather will be used to promote equality by: -

- *Treating everyone equally*
- *The schools Recruitment Policy is reviewed regularly by the Personnel Committee.*

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

We believe our school is a special place where children are encouraged and supported to achieve as highly as they can and develop a love of learning which will form a secure foundation for life and living. As well as developing competences and confidence in the essential skills of English, Maths, and communication we seek to enrich children's learning across the wider curriculum. They are able to participate in a wide range of activities within and beyond the school day and learn to work both independently and collaboratively.

We are committed to working as a team to achieve the best we can. Your support and active involvement will always be welcomed, and we aim to build a partnership with you so children develop positive and strong attitudes to learning which, through gaining success, will give them personal satisfaction and fulfilment.

Statement of Intent

The Governing Body of Ringwood Junior School is committed to equality for everyone across all aspects of school life. The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year,

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- and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The School Access Action Plan has been incorporated into the Single Equality Policy to incorporate those duties provided in the Disability Discrimination Act 1995, replaced by the Equality Act 2010, and as amended by the SEN and Disability Act 2014. We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Ringwood Junior School Vision Statement

'Limitless Learning'

Our Vision Statement

We are committed to achieving the best for all our learners within an ethos of support, care and high expectations.

We aim for learners to:

- Find happiness and fulfilment in leading a worthwhile and healthy life
- Believe in themselves, have growing self-confidence and communicate effectively
- Be reliable, accept responsibility and develop moral standards
- Form meaningful and secure relationships, managing their emotions constructively
- Think for themselves, be flexible, cope with change and be willing to take risks in moving from the known to the unknown
- Enjoy learning, participating actively and rise to challenges, finding solutions to problems
- Be independent, seize opportunities and make informed choices and decisions
- Be creative, value individuality and celebrate diversity and difference
- Work harmoniously with others, collaborating and co-operating towards a common goal
- Embrace technology and use it constructively and safely to enhance daily living, work and leisure

We are committed to:

- Striving for continuous improvement in all we do
- Working together towards common goals for the benefit of all
- Providing opportunities for the continuous professional development of

-
- all staff
 - Raising standards in all aspects of school life

We shall achieve this by:

- Placing learning at the centre of a curriculum that is engaging, challenging, relevant and enjoyable
- Involving children fully in their own learning as active partners whose voice is influential in determining direction and purpose
- Identifying the needs of each learner to provide personalised programmes to secure progress, achievement and full participation
- Challenging children to aspire to higher levels of learning by ensuring teaching is always of the highest quality
- Recognising barriers to learning for all children and planning effective intervention strategies so that all can achieve their potential
- Giving time for children to reflect and evaluate their learning so that they understand how they can achieve improvements
- Being ever mindful of the need to provide a safe and secure environment where children's well-being is paramount, and they know they matter
- Providing a quality environment with a wide range of resources and enhanced by new technologies fostering choice and personal response
- Engaging parents meaningfully as co-educators in their children's education and providing regular quality information which conveys high expectations
- Recognising that, from time to time, some families and children need additional support and greater understanding so they can continue to make gains in their learning
- Maximising the involvement of external agencies, partner schools and the local community, in ensuring smooth transitions in learning and enhanced educational opportunities
- Appreciating that learning extends beyond the school day and curricular enrichment broadens horizons and contributes to well-rounded individuals
- Developing the skills required for the world of work and the demands of an ever - changing world, encouraging creativity and enterprise
- Promoting an ethos of support, care and positive affirmation, where praise and encouragement lead to, and celebrate success.

National and Legal Context for Diversity

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

School Context

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas, but the majority of the population lives in urban areas. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75.

Ringwood Junior School is a three-form entry school serving the area South of Ringwood on the edge of the New Forest. We currently have 381 pupils on roll between the ages of seven and eleven. Our school adheres to and enables children to enter the school under the Fair Access Protocol from Hampshire County Council, this has 13 categories (vulnerable children's groups),

Our school provides a welcoming and caring environment where all children are inspired to reach their full potential. We are committed to achieving the best for all our learners within an ethos of support, care, and high expectations. Ringwood Junior School has a very dedicated team of staff, parents and governors who work closely together to ensure high quality educational opportunities for all our children. We are very proud of our pupil's high achievement and exemplary behaviour.

Involvement of Staff, Pupils and Parents

Developing Our Policy

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Policy. We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In developing our Policy, we have involved staff, pupils, and parents in the following ways: -

- *questionnaires*

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- *involvement of pupils across the school*
 - *staff surveys*
 - *contact with parents*
 - *contact with local community and disability organisations.*

These activities have involved disabled people, people from different ethnic communities and gender:

Ongoing Involvement

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team: -

- *We embed equality and inclusion into pupil voice strategies by providing a wide range of opportunities for pupils to be involved in school life through the School Council, Health and Safety Busters, Play Leaders, Eco-Warriors, Prefects and Head Students.*
- *We provide support for 'hard to reach' groups by identification and direct approach, for example in liaison with our Home-link Worker and Pastoral Support Team.*
- *We involve learners in developing equality policy and practice, such as our race and bullying policies, Anti-bullying Charter and Class Charters.*

Specific Equality Areas

This section of our Policy highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

Race Equality

What we have already achieved: -

- *Incidents of racist discrimination and harassment are reported to the Deputy Headteacher who records incidents and completes County returns. The number of incidents is very low.*
- *Racist incidents are monitored by the Governors' Inclusions Committee on a*

half termly basis.

- *We monitor the progress of learners from ethnic communities and with English as an Additional Language.*
- *We include in our cycle of assemblies, celebrations from different faiths.*
- *We included questions relating to race in our pupils' questionnaires.*
- *The Ethnic Minority and Traveller Achievement have supported us in raising ethnic minority achievement, through bilingual assistance, projects, training, and advisory support. We have accessed bilingual assistance for newly arrived pupils for whom English is an Additional Language (EAL).*

There are three aspects of the general duty, namely: -

1. *eliminate unlawful racial discrimination*
2. *promote equality of opportunity*
3. *promote good relations between people of different racial groups.*

We want to do more by: -

- *being open to staff from under-represented ethnic communities*
- *further reduce the number of racist incidents through **SEALS, Circle Time,** and assemblies*
- *ensure that children from different racial groups have opportunities to share their culture*

Disability Equality

Introduction

Ringwood Junior School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to: -

- *promote equality of opportunity between disabled people and other people;*
- *eliminate discrimination that is unlawful under the Equality Act 2010;*
- *eliminate disability related harassment;*
- *promote positive attitudes towards disabled people;*
- *encourage participation by disabled people in public life; and,*
- *take steps to meet disabled people's needs, even if this involves treating disabled people more favourably than other people.*

How we have Involved Disabled People in the Development of our Policy

We have involved disabled people in the following ways: -

Disabled Pupils: -

- *We have identified our disabled pupils*
- *Key issues identified by our pupils were:*
 - *Special choosing time to do something enjoyable*
 - *Buddies in the playground and in lessons*
 - *Make sure all children have the same choices*
 - *Special quiet places and additional learning spaces available to disabled pupils*

Disabled Staff: -

- *We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.*

Disabled Parents/Carers: -

- *We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs*
- *We have organised social events for disabled parents/carers to ensure that we listen to their views in informal settings*
- *We have invited disabled parents/carers to join our working party*

Disabled Members of the Local Community: -

- *We have given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments*

We have also drawn on consultation carried out by Hampshire County Council. In addition, we have taken note of common themes from national research. Important messages from local and national studies which we believe our school needs to do more to address include the following: -

- *Provision of information in accessible forms*

In addition to the above involvement activities, disabled people have been able to directly contribute to our Disability Equality Policy in the following ways: -

- *Invited to respond through questionnaire*

Senior leaders have contributed to the involvement process in the following ways: -

- *Disability Equality Policy agenda item at Leadership Meetings*

Gathering Information on the Effect of our Policies and Practices on Disabled People

We recognise that our policies and practices may impact on disabled people and in particular on: -

- *the recruitment, development, and retention of disabled employees; and,*
- *on the educational opportunities available to the achievements of disabled pupils.*

We recognise 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 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: -

- *questionnaires*
- *specific events*

We will ensure that where gaps in evidence are identified, action is taken to address this.

How We Will Put the Information We Gather to Use

The information gathered will be used to create an action plan, addressing issues we have identified from our information gathering. The effectiveness of any action plan will be reviewed on an annual basis.

How We Will Assess the Impact of our Policies

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 will be contained in our action plan.

Our Action Plan

We regularly produce and update a school's access action plan to ensure that we fulfil our general and specific duties under our Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking and have taken to improve: -

- *Curriculum access, including additional learning spaces*

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- *Provision of information to disabled pupils*
 - *Physical access*

We will incorporate this plan into our overall Disability Equality Policy, ensuring that other issues identified through involving disabled pupils are addressed.

Reporting

We will review the progress we make on promoting equality of opportunity for disabled people during Inclusion Committee meetings. At these meetings we will discuss:

- *Information we have gathered during the year*
- *How this information was used*
- *Action points completed during the year and those that are ongoing.*

Revisiting the Policy

Our Policy will be reviewed and revised after a period of 4 years (next review is due November 2026), ensuring that disabled people are involved in this process. A new action plan will be produced every 2 years, responding to issues identified through our Inclusions Committee meetings.

Appendix 1

Action Plan to Address the Disability Equality Duty

	Actions	By whom	Start	Review	Finish	Evidence that it is complete
i. Promote equality of opportunity between disabled persons and other persons	(see also Access Plan)	The Governing Body	July 2014	July 2016	Ongoing	Ethos values clearly displayed. Included in Assembly cycle
ii. Eliminate unlawful discrimination	Ensure we have policy in place Communicate policy Promote as part of ethos	SLT Teaching Staff Support Staff	July 2014	July 2016	Ongoing	Regular review
iii. Eliminate harassment related to disabilities	Ensure promotion of ethos through assemblies, parents' meetings, website	SLT Teaching Staff Support Staff	July 2014	July 2016	Ongoing	SEAL Assembly File and Assembly Rota
iv. Promote positive attitudes to disability	Ensure promotion of ethos through assemblies, parents' meetings, website	SLT Teaching Staff Support Staff	July 2014	July 2016	Ongoing	Regular review See school website
v. Encourage participation by disabled people	Remove barriers to access Positively encourage disable volunteers	SLT	July 2014	July 2016	Ongoing	Regular review
Other Actions Educational Opportunities, school, trips, participation in all activities and services school provide, Pupils in position of responsibility, Work experience	Audit policies to ensure compliance	SLT	July 2014	July 2016	Ongoing	Regular review
Employment Opportunities	Ensure promotion of equal opportunity during recruitment process	SLT and interviewing panel	July 2014	July 2016	Ongoing	Regular review

Appendix 2

Checklist of School Policies and Their Impacts on Disabled People

Educational Visits and Trips

- *The school ensures that all pupils can participate in visits.*
- *The school makes available to all staff planning trips the access, medication, and personal care needs of pupils, on a need-to-know basis.*
- *The school keeps a database of accessible venues, any barriers they may have, and the reasonable adjustments required, and it carries out a risk assessment related to each trip. Risk assessments are signed by teachers and pupil representatives.*
- *All trips are planned well in advance so risk assessments can be undertaken, activities planned, and reasonable adjustments made.*
- *The extra costs of making reasonable adjustments are met from the main school budgets.*
- *The school provides alternative activities for individuals/groups of disabled pupils and their peers, when the activity is inaccessible.*

Action: - Feedback form for staff to complete in relation to any issues raised as part of a trip.

Homework

- *When homework is set it is either accessible to all pupils or differentiated to meet the learning needs of all.*
- *If pupils need in-class support with their work, the school makes arrangements for that support to be available at breakfast, lunchtime or after school clubs where disabled pupils can attend with their friends.*
- *The school encourages peer support and collaborative learning.*
- *Achievement rather than attainment is prioritised and judged against each pupil's level.*
- *Reasonable adjustments are made in the activities pupils are asked to undertake and in the way that they do them.*

Behaviour

- *The school operates a behaviour policy, which is tailored to pupils' needs with reasonable adjustments being made for disabled pupils with challenging behaviour.*

-
- *The peers of disabled pupils are taught the reasons why the school operates such a behaviour policy.*
 - *The school trains and uses buddies and play leaders.*
 - *The school operates a self-controlled 'time out' system for identified pupils.*
 - *Staff receive support from outside agencies, in developing their approach to behaviour.*
 - *Exclusions are monitored, for impairment, on a regular basis.*
 - *All staff are trained in the implementation of the behaviour policy and its practice and the reasons why a tailored policy operates.*
 - *Support staff, such as midday supervisors, are trained to run lunchtime activities.*
 - *Counselling is available for pupils who need it. The school has a trained FEIPS.*
 - *Lunchtime activities are set up for pupils vulnerable to exclusionary pressures. The Lunchtime Club operates daily for vulnerable pupils.*
 - *The school regularly promotes personalised learning in the form of individualised EHCP plans, Positive Management Plans, and specific learning targets.*
 - *The school seeks to develop emotional intelligence through learning characters and gives pupils a range of strategies for dealing with conflict.*

Health and Safety Policy

- *Health and Safety Inspections record risks to disabled people such as slippery floor coverings or non-adapted equipment.*
- *The school has evacuation procedures which accommodate disabled people.*
- *The school carries out all necessary risk assessments for the particular circumstances and of any specific disabled pupil.*
- *The school arranges for training for all staff involved in procedures that carry risks such as lifting and handling, administration of medicines or personal care or invasive procedures.*
- *The school has in place all the necessary procedures for servicing/maintaining pupil aids and appliances.*
- *The school accident reporting system allows for monitoring by impairment.*
- *The school policy identifies hazardous situations for disabled people such as strobe lighting, chemicals, or allergies.*

Action: - Personalised action planning form for Evacuation (proforma)
monitoring of accidents by Governor Inclusions Committee

School Clubs and the Extended Day

-
- *Disabled pupils' access needs are supported to attend school clubs and the extended day.*
 - *Clubs and extended day activities have been planned in an inclusive way.*
 - *Peer support and collaboration are encouraged in these activities.*
 - *Pupil participation and achievement are more important than attainment in these activities.*

Staff Recruitment and Retention Policy

- *The school monitors the number of staff it has who count as disabled people under the Equality Act 2010.*
- *The school has not set targets for the recruitment of disabled staff.*
- *The school does not operate a policy of positive discrimination up to target levels.*
- *The school gives automatic interviews to applicants who are disabled who meet the minimum person specification.*
- *The school provides reasonable adjustments for disabled staff, e.g., accessible accommodation, allowing additional time off for disabled staff, if necessary.*
- *The school would encourage disabled staff to get support from Access to Work (Job Centre Plus).*
- *The school would operate measures to train and promote disabled staff.*
- *Disability Equality Training and further training for the Head Teacher and other leaders and governors is planned.*
- *The school supports disabled staff in regularly meeting together to provide feedback on how school policies and procedures impact upon them.*
- *The school makes reasonable adjustments to retain staff who develop impairments during the course of their employment.*

Anti-bullying Policy

- *The school anti-bullying policy covers the main areas, but does not specifically itemise the range of name-calling, unwanted comments and physical and psychological bullying which can be directed at disabled children and adults.*
- *The policy allows for the recording and monitoring of all such occurrences.*
- *Disabled children and adults at the school are positively encouraged to report all such occurrences.*
- *Pupils receive training on discrimination against disabled people alongside training on sexism, racism/Islam phobia and homophobia in such a way that they empathise with the unfairness and injustice of such behaviour and attitudes. This training is included as part of the school ethos/SEALS/PSHE programme and assemblies.*

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- *Staff have been trained to identify bullying against disabled people and name calling, including national anti-bullying weeks with different focus.*

Sickness Monitoring and Leave

- *The school distinguishes between time off arising from disabled staff's underlying impairment and general sickness.*
- *The school allows disabled staff additional time off for treatment for their impairing condition without penalising them.*
- *If staff develop a long-term impairment during the course of their employment, the school does make adjustments such as light duties.*
- *The school varies the duties of disabled staff, where necessary, as a reasonable adjustment.*

Equal Opportunities Policy

- *There is no separate strand for disability equality in the school's Equality Policy, but references are made throughout.*
- *The school has developed a mission/vision statement about what it means about promoting disability equality.*
- *The school has considered the multi-layering of different equality issues for disabled people, e.g., gender and disability, race or ethnicity and disability, sexual orientation, and disability, age, and disability, religion, and disability.*
- *The school has set up mechanisms to consult with disabled staff, pupils, parents, and disabled members of the local community.*
- *The school's databases are sufficiently detailed to reflect the performance and outcomes of disabled pupils as compared to non-disabled and sufficiently broken down by impairment groups to reflect barriers.*
- *Potential barriers in admissions, progress and transition are identified and solutions to diminish or remove these are included in policies.*
- *Disability policies have clear action targets and a set timescale for implementation.*

Medical and Personal Care Needs

- *Disabled children and their parents have been consulted on how they want the procedure or administration of medication carried out.*
- *The dignity and discomfort of disabled pupils' figure as a major determinant on how procedures are developed in school.*
- *Specific staff are trained in the necessary procedures.*
- *All staff are aware of what to do in a medical emergency.*
- *All teaching and support staff are aware of the medical needs of each pupil on a confidential basis, with parental permission.*

-
- *A state registered nurse or doctor provides staff training on invasive care and administration of medicines.*
 - *More than one office member is available for administering medicines and a designated member of staff with medical responsibility has received County training.*
 - *Risk assessments are carried out so that they are specific to the circumstances in each case.*
 - *The school encourages disabled pupils, wherever possible, to self-administer medicines and undertake procedures such as insulin injections or catheters.*
 - *The school supports the empowerment and development of self-esteem of the disabled pupils concerned.*

Sex Education Policy

- *The parents of all disabled children are encouraged to allow their disabled children to attend sex education.*
- *Disabled pupils are encouraged to recognise their developing sexuality.*
- *All pupils are encouraged to respect difference and respect each other's identity.*
- *Sex education materials are available in a differentiated format suitable and accessible for all pupils.*

Pupil Participation in Decision-Making

- *Disabled pupils are given positions of responsibility, such as playground buddies or mentors.*
- *The achievements of disabled pupils are regularly celebrated at assemblies.*
- *Space is created in whole class forums or discussions for disabled pupils to express their views.*
- *Staff know how to encourage and support disabled pupils in expressing their views.*

Premises and Lettings Policy

- *The school has an access policy.*
- *The school's access policy follows the DfE template.*
- *The school examines all capital projects to maximise access and reasonable adjustment.*
- *The school's lettings policy does not itemise the access provided by the venue.*
- *The school's lettings policy specifies the type of adjustments that the school can provide*

-
- *Information about the Lettings policy is provided on the school's website.*
 - *The school's point of contact with the public is fully accessible.*
 - *Evacuation procedures have been developed and take full account of the needs of disabled people.*

Complaints Procedure

- *This is available for disabled parents (or carers) in a range of formats, e.g., Easy Read, large print, audio tape.*
- *The school urgently seeks to resolve any issues of concern raised by parents about their disabled children or by disabled pupils.*
- *The school has procedures in place so that all complaints are dealt with as a matter of urgency.*
- *Disabled Governors or outside experts on disability equalities are involved in resolving complaints.*

Governance

- *All Governors are aware of their statutory responsibilities to promote Disability Equality.*
- *The Governing Body and school promote an inclusive ethos.*
- *The Governing Body will undertake regular training on the Disabilities Equality Duty.*
- *Governors' meetings and proceedings are accessible.*
- *In Governors' elections and co-options, positive discrimination would be exercised to appoint disabled Governors.*
- *The Governing Body has disability monitoring results regularly presented to them via the Inclusions Committee.*
- *The Governing Body has an Action Plan on meeting their responsibilities under the Duty to Promote Disability Equality.*
- *All Committees of the Governing Body are contributing to developing the School Disability Equality Policy.*
- *The Governing Body has a School Access Plan which incorporates all duties regarding disability.*
- *Governor's review and monitor school policies to fit the anticipatory duty and the duty to promote disability equality.*

Curriculum Policy

- *The school ensures that all pupils gain an understanding of the discrimination disabled people face and the negative attitudes and stereotypes that can commonly occur.*
- *The school ensures that some part of the curriculum in each year raises disability equality issues.*

-
- *The school ensures disability equality is raised in PSHE and Citizenship.*
 - *Disabled pupils feel comfortable explaining to their peers about the nature of their impairment, what prejudices they face and how they wish to be treated.*
 - *The achievements of disabled people are displayed in positive ways.*

Teaching and Learning

- *Joint planning time is made available during the school day for teachers and learning support assistants on a regular basis.*
- *Staff are familiar with P Scale target setting and assessments for pupils with learning difficulties.*
- *All staff have had Disability Equality Training and applied the outcomes to their planning and teaching.*
- *All teachers prioritise the essential knowledge they wish all pupils to gain from the lesson.*
- *All teachers organise the styles and methods of learning to suit the multi-various way pupils learn best.*
- *All teachers consider and implement the modifications necessary for the range of needs in the class.*
- *All teachers consider how pupils will demonstrate what they have learned.*
- *All teachers consider how to optimally organise the classroom for learning for all – in terms of layout, grouping, materials, and use of support.*

Monitoring and Assessment Policy

- *The school identifies all disabled pupils in their databases.*
- *The school seeks to identify all disabled parents and their access needs.*
- *The school identifies all disabled staff and their access needs.*
- *Teaching staff ensure that they have methods in place to establish what disabled pupils have learned in each lesson.*
- *The progress disabled pupils make is systematically recorded and monitored.*
- *Staff know the adjustments that different disabled pupils they teach require, e.g., extra time or an amanuensis.*
- *Individual disabled pupil's achievements are recorded in addition to their general attainment levels.*
- *All teaching staff know how to differentiate the work for disabled pupils.*
- *A senior member of staff is aware of how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards.*

Appendix 3

Schools Equality Act/Disability Discrimination Act (DDA) Advisory Service

School Access Action Plan

School name: Ringwood Junior School

Headteachers name: Sally-Ann Evans

Completed by: Environment, Health & Safety
Committee

DfES number: 850/2175

Date: July 2018 to July 2023

Location	Comments/notes/actions	Priority (H, M, L)	Timeframe	Goals Achieved
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Website	Action: Update key information for parents and visitors which summarises school expectations concerning site safety, accessibility, and movement around site. Add to Website (available before visit). Ensure website is accessible e.g., no flashing lights, etc. Update annually.	M	Termly	Website upgraded, 2019, H&S tab created 2021
Front car park	Accessible parking space and level access. Visitors are able to ring office for assistance (signage outside). Re-site, enlarge and repaint accessible bay. Public transport: Buses to Ringwood and local circular bus route to Hightown Road/Parsonage Barn lane			Completed Completed, August 2020 Completed
Reception	Consider people who have reading difficulties - liaise with Infant School and Ringwood School, provide assistance with transition documentation. Action: Position map of layout of school in reception for children and visitors.		As required	Map of school in H&S visitor leaflet
Location	Comments/notes/actions	Priority (H, M, L)	Timeframe	Goals Achieved
Main Driveway Entrance	Action: Relocate signage to be more visible and clear direction to the accessible parking space from main gate. Upright sign for Accessible Parking Bay including "ring for help", and extra direction to reception. Paint steps to front entrance in yellow for visual clarity. Refresh as needed. Paint steps to staffroom and side entrance to pavilion in yellow for visual clarity. Refresh as needed. Repair main gates and side railings to ensure ease of opening and closing. Obtain costs for the replacement and re-siting of the main gate to the vehicular access path to provide a larger area/bay for vehicles to pull into the driveway safely. Ensure visitors are clear about side gate opening and closing times and restricted access at start and end of day. Produce a separate leaflet, distribute, and post to website.	H	June 2021 August 2020 April 2021 September 2022 Regular reminders July 2021	Completed Completed Completed Completed Completed

Front Entrance	Action: Maintain sign at main driveway gate informing the driveway is not to be used for Pedestrian access; Leave pedestrian routes clear.	M	September 2018 Ongoing	Completed
	NOTE: Vehicular access path used for the 2020/21 academic year as part of the Covid-19 health and safety control measures. See Coronavirus Risk Assessment.		September 2020	Completed
Front playground and kitchen area	Action: Repair light by front steps, slope, and front path.	L	August 2020	Completed
Security System	Review site perimeter fencing height and take action, as required.	M	Planned for August 2022	Completed
	Action: Need flashing light and buzzer to indicate door open. Digital upgrade to cameras to improve camera quality.	M		
	Upgrade CCTV Security system ensuring greater coverage and image clarity across the site.	M		
Location	Comments/notes/actions	Priority (H, M, L)	Timeframe	Goals Achieved
Porch	Action: Re-configure external and internal doors to the front reception area so that the external door is the controlled, lockable door providing access to the main part of the school. Width of doors meets wheelchair requirements.	L	September 2018	Completed
	Repair works carried out to the external doors to reception, replacing mechanism.		June 2021	Completed
	Embed in yearly maintenance plan have doors checked once a year by external company		Annual	Annual Maintenance Plan
	Feasibility for external door to HT office and SBM office, with more window openings, to improve ventilation and access.			
Reception	Main reception lighting is good, as supported by natural light.	L	September 2019	Completed
	Install blind to prevent glare on sunny days. Action: Provide alternative heights of seating. One of standard height with 2 arms		August 2020	Completed
	Conduct work station audit, take action as required		June 2021	

Reception	<p>Actions: Install induction loop in Reception Area.</p> <p>Staff to attend training on supporting hearing impaired children, as necessary. Teacher advisers to make regular visits to support staff working with children with hearing difficulties.</p> <p>Create and make available on request larger print information.</p> <p>On-going liaison / training for the use of radio aids.</p>	<p>M</p> <p>M</p>	<p>As required</p> <p>As required</p>	<p>Induction loop</p> <p>Designated staff attend hearing impairment course.</p> <p>Larger print information readily available.</p> <p>Ongoing</p>
Shared areas	<p>Action: Staff directive to ensure routes and classrooms are kept clear by all. Entered in Staff Handbook</p> <p>Library – Install security system to the library door to restrict access to the main part of the school. Introduce a fob system to give staff free access. Ensure every member of staff is provided with a fob.</p>	H	<p>Ongoing</p> <p>May 2019 and as required</p>	<p>Review regularly</p> <p>Completed</p>
Location	Comments/notes/actions	Priority (H, M, L)	Timeframe	Goals Achieved
Music Room	<p>Ramp fitted to the internal step to the Music Room</p> <p>Grab handles fitted for access</p>	<p>H</p> <p>H</p>	As required	<p>Completed</p> <p>Ramp fitted 2014 and is stored in Music Room when not in use.</p> <p>Completed</p>
Hall	<p>Use radio mike for children with hearing impairments</p> <p>Adapt current sound system and explore possibility of renting a portable loop when needed</p>	<p>L</p> <p>L</p>	<p>Original work completed pre-2018</p> <p>July 2022</p>	As required

Pavilion Classrooms	Sound proof classrooms in pavilion block to reduce background noise from other classrooms.	L	Original work completed pre-2018	Completed
	Longer term, create bigger cloakrooms, advisable smaller class sizes			
	Install lockers to Year 6 cloakrooms for pupil usage	L	September 2020	Completed
	Audit workstations for teachers and LSAs.	L	June 2021	Completed
	Purchase adjustable seats so staff work at the correct height, and that they are supported by seat back	L	October 2021	Completed
	Adapt / replace workstations as per actions noted	L	April 2022	Rolling programme as from April 2022
Outside main entrance	Problem outside doors to this building. Mats have been removed but uneven surfaces make access difficult. Monitor	L	September - annual	Access to year 6 block is not a problem for wheelchair users.
Medical Room	Re-site Medical Room and install external door providing direct access from the playground for the children who need first aid. The second access point is the internal door, located just off the reception to allow access for parents/carers and paramedics as necessary.	M	September 2020	Completed
	Fit a turn-key lock to external door to allow ease of access, whilst maintaining site security. Fit sign to door reminding staff to keep door locked.	M	September 2020	Completed
Location	Comments/notes/actions	Priority (H, M, L)	Timeframe	Goals Achieved
Ventilation System	Install air quality Co2 monitors in all classrooms and some shared areas, to monitor quality of air flow. Advise staff as necessary to adjust number of staff/pupils in rooms.	L	October 2021	Completed

Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Question	Location	Comments/notes/actions	Priority (H, M, L)
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<p>E7. If you have specialist curriculum or staff areas, are they accessible to everyone? Consider if any specialist equipment e.g., a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated Factsheet E</p>		<p>Hospitality Room extended and refurbished. August 2020.</p>	<p>Completed</p>
<p>E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces? If you have numerous sets of stairs there is an optional stair schedule to identify each set of stairs and any improvements needed Factsheet C Factsheet E</p>		<p>Steps to staff room have been painted with yellow paint, there is alternative access. Also, steps to Pavilion have been painted with yellow paint. Refresh as required</p> <p>Action: Continue to refresh markings for steps as required. Steps have been painted with yellow paint.</p> <p>As children leave site, yellow lines to demarcate where to walk (by year 6 block). Footsteps painted to the hall</p>	<p>Completed</p> <p>Completed</p>

Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities

Question	Location	Comments/notes/actions	Priority (H, M, L)
<p>F1. Is there a dedicated accessible unisex toilet suitable for wheelchair use? Factsheet F Factsheet M</p>	<p>Pavilion</p>	<p>Yes. Allocated accessible, unisex toilet in Pavilion Building Ensure accessible at all times. Not to be used for storage purposes e.g., during production.</p>	

<p>F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities? This section relates to all standard toilets, used by pupils' staff and visitors Factsheet F</p>		<p>Not for staff and visitors. Action: Take advice on work needed Include in renovations when due.</p>	L
<p>F3. If you have shower and changing facilities, are they accessible to everyone? Factsheet F</p>		<p>Available in accessible toilet, no general shower /changing facilities.</p>	
<p>F4. Is there a dedicated/separate wheelchair accessible shower and changing area? This may be contained within a wheelchair accessible toilet area or hygiene room Factsheet F</p>		<p>Yes, accessible toilet.</p>	

Part G: Fire Evacuation - Means of escape for disabled people

Question	Location	Comments/notes/actions	Priority (H, M, L)
<p>G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users? If a fire exit is ramped and is only used as an exit then a level landing is not required Factsheet G</p>		<p>All routes except by staffroom – but another exit is available, so action is not necessary.</p>	
<p>G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel? This question is only relevant to multi storey sites Factsheet G</p>		<p>N/A</p>	
Question	Location	Comments/notes/actions	Priority (H, M, L)
<p>G3. Are evacuation chairs or stair climbers available to use in case of emergency, and is ongoing training in place? This question is only relevant to multi storey sites Factsheet G</p>		<p>N/A</p>	

G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate? Factsheet G		Yes, there are personal emergency evacuation plans in place Office staff would assist visitors with disabilities.	
G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm? This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g., toilet areas) Factsheet G		Available in accessible toilets only. The number of fire alarm sounders in the pavilion increased to raise the noise decibels.	Completed June 2021.

Part H: Other information about your school – this section contains any other information about your school that is relevant to your Accessibility Plan

Question	Location	Comments/ notes/actions	Priority (H, M, L)
H1. Are there any plans for future extensions, adaptations to any buildings e.g., change to curriculum areas or new areas which might incorporate access improvements?		Clock house and Snug installed as additional learning spaces.	Completed
H2. Does your school hire out spaces to private clubs or organisations?		Yes	
H3. Does your school offer adult education courses?		No	

Gender Equality

What we have already achieved: -

- Monitoring of progress is disaggregated by gender and implications considered
- We have a full range of sporting activities which are open to girls and boys
- We have numerous male members of staff in the school who act as good role models

There are 2 aspects of the general duty, namely: -

-
1. eliminate unlawful discrimination and harassment and
 2. promote equality of opportunity between men and women.

We want to do more by: -

- monitoring uptake of pupil groups and promoting clubs accordingly

Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations: -

- We run a wide range of information meetings, relating to year groups and curricular issues. When in person meetings we provide facilities for children to be looked after during the meetings and vary the timings of the meetings to ensure they are convenient for parents with different commitments. Currently these are operating virtually, including Parents' Evening.
- We have links with the Parish Church, and Trinity Church and we participate in many of their community activities.
- We have an excellent relationship with the local Police and Town Council, having meetings with the PCSO who comes into school.

Putting the Policy into Practice

Publishing the Policy, Raising Awareness

We recognise that our Policy is a public document that should be available to any interested stakeholder. We will promote and publish our Policy by: -

- *placing it on our website*
- *making it available on request*
- *providing a summary in our prospectus, including our vision and key priorities*
- *the Policy and the equality duties will be the main item for a staff meeting*
- *staff induction procedures include equality and information about this Policy*
- *We will send our Policy to local community and voluntary groups*
contractors and other service providers are briefed on our vision and expectations for equality.

Monitoring and Evaluating the Single Equality Policy and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Policy and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our LLP. A summary will be provided for parents and published in our prospectus. Both will explain how the full report can be obtained. We will inform staff and learners of our progress.

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Policies.

We want this Policy to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the Governing Body

We will formally review, evaluate, and revise this Single Equality Policy and Equality Action Plan every four years, to set new priorities and identify new actions. This process will again involve staff, learners, parents, and governors who reflect the full diversity of the school community.

Links with Other School Policies

School policies that link with, and have informed this Policy include: -

-
- *Inclusion and SEN policy, Racist Incidence policy,*
 - *Behaviour policy*
 - *Admissions policy*

Roles and Responsibilities

The governing body will: -

- *monitor the implementation of the Policy and Action Plan to check progress and assess impact on staff, learners, and parents*
- *ensure that all governors are aware of their legal responsibilities under equality legislation*
- *receive and discuss regular equality reports on progress and performance*
- *monitor achievement of equality targets*
- *check that implementation of the Policy and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion, and belief*

The head teacher will: -

- *provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation*
- *ensure staff, pupils, parents /carers, and any other interested stakeholders are aware of this Policy and their roles and responsibilities in implementing this Policy*
- *monitor to ensure effective implementation of the Policy and Action plan*
- *provide regular reports for governors on progress and performance*
- *Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Policy*

The senior leadership team will: -

- *drive forward implementation of the Policy and Action Plan*
- *support staff to carry out their role in implementing this Policy*
- *provide effective leadership on equality, inclusion, and community cohesion*
- *ensure the Policy is successfully promoted*
- *respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment, or victimization*

All staff will: -

- *recognise that they have a role and responsibility in their day-to-day work to*
 - *promote equality, inclusion, and good community relations*
 - *challenge inappropriate language and behaviour*
 - *tackle bias and stereotyping*
 - *respond appropriately to incidents of discrimination and harassment and report these*
- *highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities*

All staff will also ensure that students are encouraged to: -

- *recognise that they have a role and responsibility to themselves and others so that they understand and are able to: -*
 - *promote equality, inclusion, and good community relations*
 - *challenge inappropriate language and behaviour*
 - *tackle bias and stereotyping*
 - *work to promote anti-bullying strategies*
 - *respond appropriately to incidents of discrimination and harassment and understand the action needed to report these*
- *Carly Thornton will coordinate and monitor equality and diversity*
- *Graham Crane will deal with incidents of discrimination or harassment.*
- *The Leadership Team will monitor progress and attainment of learners from different groups and communities*
- *Tara Woodward will monitor recruitment and career progress of staff from different groups and communities.*
- *Carly Thornton will provide reasonable adjustment and support for disabled learners*

Appendix 4

The Legal Requirements in More Detail

This document is part of a toolkit to support schools to implement the requirements of equality legislation.

The toolkit also contains: -

- *An overview of the toolkit. It would be helpful to read this first as it explains how the toolkit came about and the purpose of the different parts of the toolkit*
- *A briefing for senior staff and governors*
- *A framework for a Single Equality Policy (SES)*
- *Answers to a set of FAQs - Frequently Asked Questions*
- *A flowchart to develop a SES*
- *A Governors' audit tool*

This document summarises the requirements of race, disability and gender equality legislation, and the duty to promote community cohesion. It also identifies duties within age, sexual orientation and religion and belief legislation.

Every aspect of school life is covered by the above equality duties, including for example: -

For **learners**: -

- *admissions and attendance*
- *teaching and learning, timetabling, homework, trips, visits, sports, breaks and lunchtimes, exams, clubs and extracurricular activities, and curriculum development, planning and delivery*
- *behaviour, discipline and sanctions, exclusions (permanent and fixed term)*
- *welfare and well-being*
- *progress and attainment*

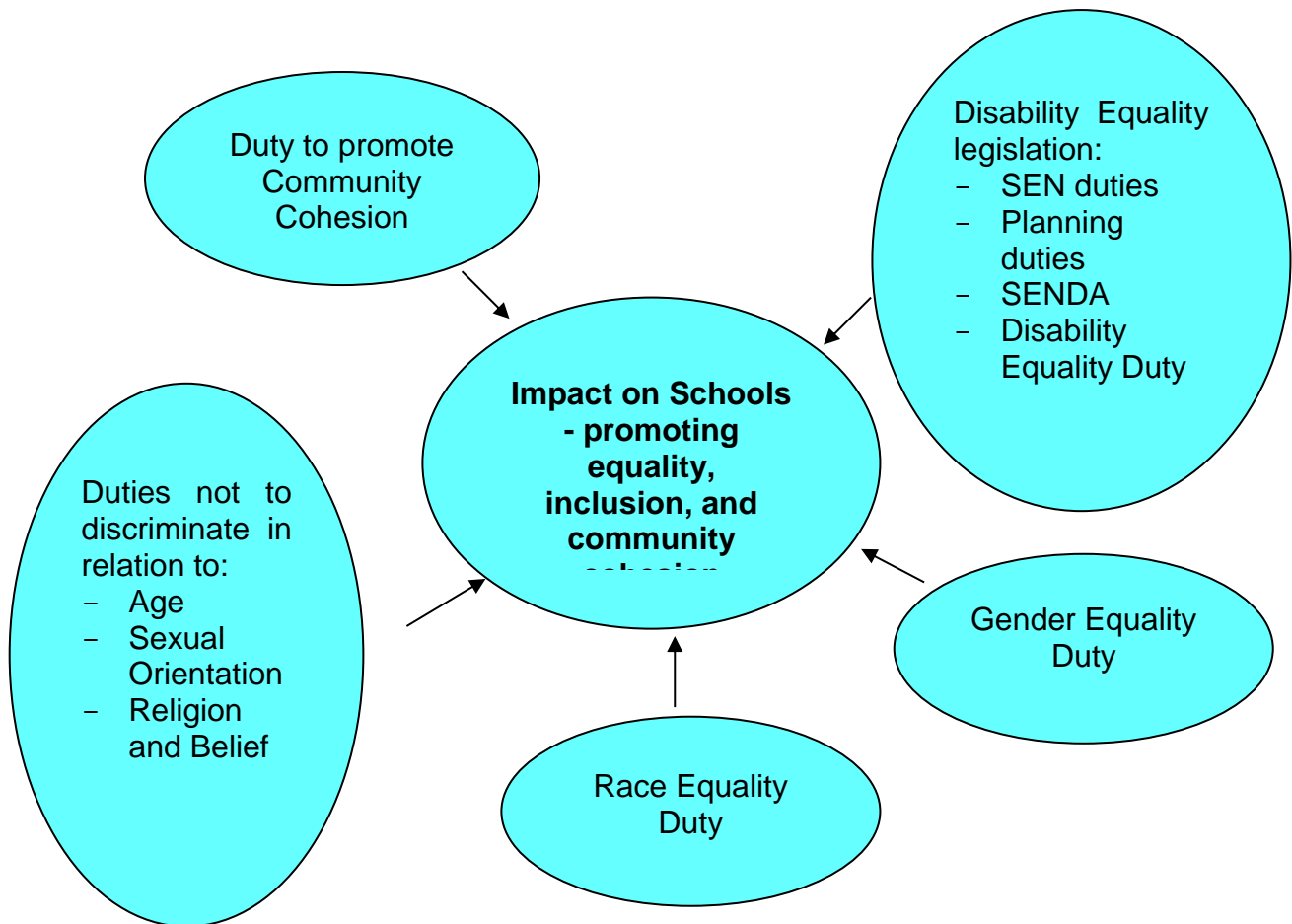
And for **staff**: -

- *recruitment, selection, conditions of employment*
- *career progress, appraisal, CPD activities*
- *disciplinary, grievance, dismissal*

The duties also apply to those using the services of the school, for example parents, and the wider community.

The governing body carries the ultimate responsibility for implementing equality legislation

The Equality Duties on Schools



The Duty to Promote Race Equality

The Equality Act 2010 incorporates the Race Relations Act 1976 which had been amended by the Race Relations (Amendment) Act 2000 (the RRAA). The 2000 Act was introduced as a result of the MacPherson Report, which followed the Stephen Lawrence inquiry. This report highlighted the issue of institutional discrimination. As a response, the government introduced a duty to promote race equality for listed public bodies, including Local Authorities and schools. The duty is designed to assist institutions to tackle discrimination, promote equality of opportunity and promote good race relations. Its aim is to make promotion of race equality central to the way that public bodies work, and to all areas of their work, including policy making, service delivery, (including teaching and learning), regulation and enforcement and employment practice.

The Race Equality Duty has a general duty with three inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to: -

- 1. eliminate unlawful racial discrimination*
- 2. promote equality of opportunity*
- 3. promote good relations between people of different racial groups.*

Although these different elements often interlink, they need to be given 'due regard' in their own right.

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to: -

- assess the impact of policies, including the Race Equality Policy, on students and staff of different racial groups.*
- monitor policies for adverse impact on race equality, by gathering and using information on the admission and progress of students and the recruitment and career progress of staff (including training for staff);*
- include in the written Race Equality Policy a statement indicating the arrangements for publishing the policy, and the results of assessment and monitoring;*
- publish annually the results of monitoring data, and actions taken towards achievement of overall objectives and priorities*
- fully review the Race Equality Policy every three years.*

The Duty to Promote Community Cohesion

The Commission for Integration and Cohesion, set up by the Government in the wake of the London 2005 terrorist attacks, identified an integrated and cohesive community as one in which: -

- *everyone knows their rights and responsibilities*
- *people of different backgrounds have similar opportunities*
- *there is trust in local institutions such as the local council, the police, and the courts, to act fairly*
- *everyone recognises the contribution of both new arrivals and those already settled, and are not threatened by change*
- *there are positive relationships between people from different backgrounds, at work, at school and at college.*

From September 2007, schools have a duty to promote community cohesion.

DCSF guidance states that 'By community cohesion, we mean working towards a society in which: -

- *there is a common vision and sense of belonging by all communities*
- *the diversity of people's backgrounds and circumstances is appreciated and valued*
- *similar life opportunities are available to all*
- *strong positive relationships exist and continue to be developed in the workplace, in schools and in the wider community*

Community cohesion does not just apply to differences in faith or ethnicity, but includes any difference, for example in gender, disability, or sexual orientation. However, the main focus of the duty is to promote good community relations across different cultures, ethnic, religious, and nonreligious and socio-economic groups.

Unlike the promotional duties for race, disability and gender equality, there are no statutory requirements to produce a policy or Policy or action plan. Schools must decide the best approach to implement the duty effectively, for example through a policy, action plan or working party. However, embedding the school's response in a Single Equality Policy and Action Plan will make it easier for schools to monitor their progress and performance in meeting the requirements of this duty.

Disability Equality Legislation

There are several pieces of disability equality legislation that schools must respond to,

including: -

- *SEN duties*
- *duties under the SEN and Disability Act 2014*
- *the Planning Duties of DDA 1995 Part 4*
- *Disability Equality Duty (DDA 2005)*
- *Equality Act 2010*

Each of these are now considered in turn.

SEN duties provide auxiliary aids and services for schools to make adjustments for individual disabled learners to support inclusion.

SENDA protects current and prospective disabled learners from discrimination. Schools are required to make reasonable adjustments so that disabled learners do not experience less favourable treatment or substantial disadvantage. The reasonable adjustment duties for schools under SENDA do not include the provision of auxiliary aids and services as these are provided by the SEN framework (see above), and over time through the planning duties (see below).

The planning duties of DDA Part 4 aims to ensure schools increase over time their accessibility to disabled people. Three-year Accessibility Plans are demonstrating how the school will: -

- *increase access to disabled pupils in the school curriculum, for example changes to teaching and learning, classroom organisation, deployment of learning support, staff training, curriculum delivery*
- *improve access to the physical environment, for example improved signage, floorings, and room layouts*
- *improve accessibility of written material, for example ensuring handouts, timetables and information on school events are available in alternative formats such as large print or easy read*

These three sets of duties work together to ensure disabled learners' access and enjoy education in its broadest sense with the same degree of dignity and choice as their non-disabled peers.

The Disability Equality Duty has a general duty with six inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to: -

1. *promote equality of opportunity between disabled people and other people*
2. *eliminate unlawful discrimination*
3. *eliminate disability- related harassment*
4. *promote positive attitudes towards disabled people*
5. *encourage participation by disabled people in public life*
6. *take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.*

Although these different elements often interlink, they need to be given ‘due regard’ in their own right.

The general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA) repealed and replaced by the Equality Act 2010. In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments. An anticipatory approach requires adjustments to be made in advance of individual disabled people attempting to use a service or access education or employment.

To support progress in delivering the general duty, there are a series of ‘specific duties’ for schools, to: -

- *produce and publish a Disability Equality Policy and equality action plan;*
- *involve disabled people in the development of the DES and equality action plan;*
- *explain the method of assessing the impact of policies and practice upon disabled people;*
- *monitor the impact of policy and practice on disabled people by gathering and using information on:*
 - *staff recruitment, development, and retention*
 - *the educational opportunities available to, and the achievements of disabled pupils. (This should be interpreted broadly)*
- *explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;*
- *fully review the Disability Equality Policy every three years.*

Definition of a Disabled Person

Under the DDA a person has a disability if s/he has a ‘physical or mental impairment which has a substantial or long-term, adverse effect on her / his ability to carry out day-to-day activities’. ‘Substantial’ does not mean significant – it simply means more than ‘minor’ or ‘trivial’. ‘Day to day’ activities often include activities that pupils are asked to carry out in the classroom. ‘Long term’ generally means more than one year.

This is a broad definition that is likely to cover people with: -

- *physical or sensory impairments*
- *learning difficulties, including specific learning difficulties such as dyslexia*
- *mental health difficulties*
- *medical conditions such as epilepsy, diabetes, HIV, cancer, multiple sclerosis*

Between 7 – 8% of learners will be covered by the definition of a disabled person, rising to 10% of 16–24-year-olds and 15 - 20% for people of working age. One in three people between 50 and 65 will be covered by the definition.

While there is an overlap between the definition of disabled pupils and pupils with special educational needs, not all disabled pupils will have SEN, and not all pupils with SEN will be disabled. For example, a learner with diabetes may not have SEN but have rights under DDA. A learner with emotional and behavioural difficulties because of difficult personal and social circumstances may have SEN but not be covered under DDA.

It is important to note that many impairments are ‘unseen’, and also that over 50% of people who are covered by the DDA definition of a disabled person are unlikely to consider themselves as disabled.

Involvement of Disabled People

At the heart of the Disability Equality Duty is the need to involve disabled people. The Code of Practice for the duty makes clear that consultation by itself is not sufficient to meet this legal requirement. Consultation may allow choice between limited, often predetermined options, or canvas opinion, but participants have few or no opportunities to propose alternatives, or to take part in putting plans into action. Participants have a voice, but no power to ensure their voice has influence.

Providers must move beyond consultation to achieve active and genuine involvement with disabled people. This empowers and enables participants to create a vision of their own future and to become actively involved in making it happen. Participants establish a partnership to share decision-making, are given genuine opportunities and are actively engaged in exploring options and shaping action and outcomes.

Approaches to Disability Equality

The Disability Rights Commission highlighted the social model of disability as being essential to the successful implementation of the DDA and Equality Act duties. The social model identifies that:

‘The disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.’

This premise provides the basis for the school’s commitment to implement the Disability Equality Duty by examining its policies, procedures and practices and making every effort to remove attitudinal, cultural, social, and physical barriers. The Disability Equality Duty shifts the focus away from the individual, placing responsibility firmly on the shoulders of the institution to dismantle barriers before these have an impact on the individual.

The Duty to Promote Gender Equality

The Equality Act 2010 places a duty on all public authorities to promote gender equality. The characteristics that are protected by the Equality Act 2010 are:

age
disability
gender reassignment
marriage or civil partnership (in employment only)
pregnancy and maternity
race
religion or belief
sex
sexual orientation.

The Gender Equality Duty has a general duty with two inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to: -

- 1. eliminate unlawful discrimination and harassment and*
- 2. promote equality of opportunity between men and women.*

The duty has been introduced in recognition of the need to approach gender equality – one which places more responsibility with public bodies to think strategically about gender equality, rather than leaving it to individuals to challenge poor practice. As with race and disability equality, the gender equality duty applies in respect of all the school's functions including policy-making, teaching and learning, and employment. It also applies to people who use the services of the school who are not staff and learners, such as people who participate in family learning evening courses provided by the school. The Act also provides for protection against discrimination by association, which provides protection for people who are discriminated against because someone close to them falls under the definition of one of the protected characteristics

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to: -

- prepare and publish a Gender Equality Policy, showing how the school will meet the general and specific duties and setting out gender equality objectives.*
- in formulating overall objectives, to consider the need to include objectives to address the causes of any gender pay gap in support of the Equality Act 2010 men and women in the same employment performing equal work must receive equal pay, unless any difference in pay can be justified.*
- gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services, including teaching and learning*
- consult stakeholders (i.e., employees, students, and others, including trade unions) and take account of relevant information in order to determine gender equality objectives.*

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- *assess the impact of current and proposed policies and practices on gender equality.*
 - *explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;*
 - *fully review the Gender Equality Policy every three years.*

Transsexual / Transgender Staff and Students

As part of the Gender Equality Duty, public authorities are also required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training for people who intend to undergo, are undergoing or have undergone gender reassignment.

Transsexual people are people who identify their gender to be different from the gender assigned to them at birth. Sometimes known as gender dysphoria, this is a recognised medical condition. It is accompanied by a sense of discomfort with one's physical body and a wish to go through a process known as gender reassignment or transition. The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment.

Other Equality Legislation

In addition to the duties to promote race, disability and gender equality, and the duty to promote community cohesion, schools are also covered by duties not to discriminate on the grounds of sexual orientation, age or religion and belief. These laws do not have positive duties to *promote* equality associated with them, but schools must ensure that through their policies and practices, they are not discriminating on any of these grounds. The regulations, for example, make it unlawful to: -

- *discriminate directly or indirectly because of a person's actual or perceived sexual orientation, religion, or belief, or because they associate with someone of a particular sexual orientation or religion or belief, including friends and parents / carers / responsible adults*
- *subject someone to harassment because of a person's actual or perceived sexual orientation, religion, or belief, or because they associate with someone of a particular sexual orientation or religion or belief, including friends and parents / carers / responsible adults*
- *victimise someone because they have or intend to make an allegation of discrimination or harassment, or they have or intend to give evidence in relation to an allegation of discrimination or harassment*

In relation to religion and belief regulations, there are certain and limited exceptions such as admissions, curriculum, collective worship, and faith schools. For example, faith schools may give preference to young people who follow that particular faith. No

school is allowed to deny someone education on the grounds of their race, sexual orientation, religion, or belief or because they have a disability. However, schools are allowed to reject prospective students based on their age. Once they are above the national school leaving age, students are expected to go to college or other learning providers. Single sex schools are allowed to select pupils on the grounds of their gender.