



Ruislip Gardens Primary School

Single Equality Policy

Includes Disability, Access, Gender and Race

Ethos

Ruislip Gardens Primary School is committed to the inclusion of all pupils, staff, governors and parents into its environment and curriculum. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce, and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community. Equality of opportunity is at the heart of our vision, with an expectation that all pupils will do well and fulfil their potential.

The three main elements underpinning the policy are:

- *Creating inclusive cultures
- *Producing inclusive policies
- * Developing inclusive practices

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED or simply the "Equality Duty"). The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality. At Ruislip Gardens Primary School, we address these previous duties by combining the three policies into a single equality policy.

DISABILITY - Definition

The Dfe (GOV.UK) states that "You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

What 'substantial' and 'long-term' mean

'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed

'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis. Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Disability Discrimination Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

ACCESSIBILITY – Definition

Access means providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum.

Our commitment covers all aspects of school life and includes:

- a lift for those who have a physical difficulty
- specific furniture and resources have been purchased for those have a physical difficulty



- Reasonable adjustments to the environment and curriculum are in place on a individualised basis to meet need.

GENDER – Definition

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment and the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.
- Consulting all staff, pupils, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Ensuring that admissions and attendance follow LA guidelines.
- Ensuring that staff recruitment and professional development promote gender equality.

RACE – Definition

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties required are as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and cultural groups

Our commitment covers all aspects of school life and includes:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistently high expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Brochure, newsletters to parents, other relevant documentation and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial or cultural harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken;
- inform the class teacher(s) of the victim and the aggressor, then record what happened.



- inform both sets of parents, if appropriate.
- all racist incidents are recorded and reported to the LA and governing body by the head teacher.

Collecting and analysing equality information for pupils at Ruislip Gardens Primary School

Ruislip Gardens Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

Information Gathering (Pupils). Areas for analysis with regard to equality information include:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at external /extra-curricular activities
- Complaints of bullying and harassment
- Complaints of racism
- Participation in School Council
- Pupil Voice (questionnaire)

Collecting and analysing equality information for employment and governance at Ruislip Gardens Primary School

The School is committed to providing a working environment free from discrimination, victimisation, and harassment. It aims to recruit an appropriately qualified workforce in line with Keeping Children Safe in Education July 2015 and members that are representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population. Areas for analysis with regard to equality information include:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff Appraisals/performance management

Consultation and involving people

We previously involved pupils, staff, governors, parents and carers, and our wider School community in creating the Single Equality Scheme, either directly with the School community or through previous policy documents that have contributed to this development.

Examples include:

- Discussions at school council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires, coffee mornings)
- All staff through dedicated staff meeting time
- Discussions at governing bodies
- Local authority by taking the views of the school SIP

Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all. An ongoing rolling programme of impact assessment for all our policies and procedures, according to specified timescales is in place.

Other School Policies



We have used our existing School policies to inform our Single Equality Scheme.

These include:

- Inclusion Policy
- Anti-bullying Policy
- Behaviour Policy
- Attendance Policy
- SEND Offer
- Safeguarding Policy
- Visitor Policy

Roles and Responsibilities

The School Equality Scheme will be monitored within the school's self-evaluation and other review processes as well as being updated annually in line with impact assessment. RGS complies with statutory requirements in respect of this scheme and action plan.

The Head Teacher is responsible for the implementation of this scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governors.

Staff are expected to promote an inclusive and collaborative ethos in RGS, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.

Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour in line with the schools commitment to teach British Values. We will take steps to ensure all visitors to RGS, including parents/carers are adhering to our commitment to equality.

Commissioning and Procurement

RGS as required by law will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our scheme

The Single Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff and pupil induction

We will continue to involve people from all aspects of our School community in the ongoing evolution of our Single Equality Scheme and action plan. This includes:

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme. The Governors will review this scheme annually and revise the policy every three years or as appropriate in line with legislation.

Analysis of Data Autumn 2015

The largest group in our school is White British at 49.4%. The second largest group is White Other at 10.1% and third largest group is Asian at 8.9%. Our EAL attainment is above national average in all areas. Our children with EHCP make good progress. A focus for us this year will be a new model of TA deployment and interventions to support children with SEND Support. The largest need type in the school is Speech, Language and Communication Needs and the second largest need type is Social, Emotional and Mental Health. We speech link every single Reception child and focus on closing the speech gap as an early intervention. We also have two TAs who deliver targeted work for identified pupils with speech/ language difficulties. We employ a Learning mentor to support identified pupils with SEMH as well as investing in quality first teaching. We have identified that there is a gender gap between boys and girls in Literacy and are addressing this through initiatives run by Subject Leaders and by liaising with the Local authority to focus on early intervention in our Early Years Foundation Stage for good long term outcomes.

**Single Equality Scheme Action Plan 2015– 16**

Issue identified	Action to be taken	Success Criteria	Lead Person	Timescale
<p>1. Identify the trends within attainment and progress for girls and boys in EYFS</p> <p>Ensure that strategies are in place to close the gap for under attaining pupils using available data</p> <p>To raise the attainment of boys achieving a GLD in the EYFS from 45% to 52% in line with National Average.</p> <p>Quantitative data</p> <p>In line with SIP</p>	<p>Staff are aware of the needs Of the children in their classes and learning and teaching are made equally accessible for gender groups.</p> <p>All staff are trained in meeting the needs of pupils from diverse backgrounds.</p> <p>Invite male family members to come into school and join in with children’s learning.</p> <p>Explore the possibility of inviting males into school to share their expertise in different fields with pupils.</p>	<p>No significant negative trends develop with regard to either boys or girls attainment or progress.</p> <p>Staff have an awareness of the need to deliver the curriculum in different ways to all children when and where appropriate.</p> <p>More males involved in the life of the school.</p>	<p>Class teachers</p> <p>SLT</p> <p>EYFS Leader</p>	<p>On-going.</p> <p>Monitoring during tracking points.</p>

Disability Action Plan 2015-16

Issue identified	Action to be taken	Success Criteria	Lead Person	Timescale
<p>1. Identify the trends within attainment and progress for pupils with SEND.</p> <p>Ensure that strategies are in place to close the gap for under attaining pupils</p> <p>To ensure interventions are effective by setting up monitoring systems and assessment systems</p>	<p>Staff are aware of the needs of the children in their classes and learning and teaching are made accessible for SEND pupils</p> <p>All staff are trained in meeting the needs of pupils from diverse backgrounds.</p>	<p>Pupils in this group make the same or better progress than their peers.</p> <p>Staff have an awareness of the need to deliver the curriculum in different ways to all children when and where appropriate.</p>	<p>Class teachers</p> <p>SLT</p> <p>Inclusion Manager</p>	<p>On-going.</p> <p>Monitoring during tracking points</p>



specifically for pupils with SEND.

Quantitative and Qualitative data in line with SIP

Issue identified	Action to be taken	Success Criteria	Lead Person	Timescale
3. That children need to see people with disabilities in a positive light and that understand that having a disability is not a barrier to achieving success.	To hold whole school assemblies identifying positive role models of adults with disabilities. Liase with Special Schools to develop good practice and for moderation Ensure there is an Inclusion Display up in the school.	For all children to deepen their understanding of disability. To understand that all people are different and have different needs. To celebrate the successes of people with a disability. To challenge stereotypical thinking.	Inclusion Manager	Ongoing
Qualitative data	PSHE PoS taught by teachers			

Updated in December 2015.