



Reviewed: September 2018
Review date: July 2019

Studlands Rise First School Equality Policy and Accessibility Plan

1. Introduction

At Studlands Rise, 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 their 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 creating an environment which champions respect for all. At our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

School Context

A brief description of our school and its community setting, context and location:

Studlands Rise First School is a one Form entry school situated in Royston in Hertfordshire. The school has a capacity to accommodate 180. The school currently has 174 pupils

The Early Years Foundation Stage provision consists of a morning nursery class with extended hours offered in the afternoon. Most children from the nursery attend main school and enter Reception Class. The Reception Class operates a single intake in line with county requirements.

Studlands Rise First School is a one form entry school for boys and girls aged 3-9 set in a residential area in the town of Royston

It is a smaller than average school. Almost all pupils are of White British heritage and nearly all speak English as their first language. A small proportion of pupils have special educational needs and/or disabilities, and the percentage with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is well below average. The school makes Nursery provision in the mornings only but it also offers extended hours for some children who stay on into the afternoon. The school also offers a lunch club for its nursery pupils. The school also offers extended provision through its own breakfast club and an after school provided by 'Fair Play'.

The number of pupils identified with SEN is currently 10 children (5.7% of the cohort) and the majority of these are classified as Speech and Language or specific learning difficulties

The number of children eligible for FSM is currently 6 (3.4% of cohort)

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Currently there is 4 children classified as EAL

Information below relates to school data as on September 2018

Characteristic	Total	Breakdown (number and %)
Number of pupils	174	99 Female 75 Male
Number of staff	26	92.4 % Female 7.6 % male
Number of governors	7	58% Female 42%Male
Religious character		Non – denominational.
Attainment on entry	n/a	
Mobility of school population	7.7%	
Pupils eligible for FME	3.4%	
Deprivation factor	0.1%	
Disabled staff	0	
Disabled pupils (SEN/LDD)	0.5%	
Disabled pupils (no SEN)	1.1 %	
BME pupils (%)	10.9%	
BME staff	7.6%	
Pupils whose home language is not English	2.3%	
Average attendance rate	97%	
Significant partnerships, extended provision, etc.		Breakfast Club – Fair Play After School Club – Fair Play Royston Sports Partnership

Mainstreaming equality into policy and 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.

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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;
- 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

Our admissions arrangements are the responsibility of the Local Authority and are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at our school.

We are committed to the implementation of equal opportunities 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.

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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.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below.

Race Equality

This section should be read in conjunction with the school's Racial Incidents Policy. 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 have due regard to the need 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 our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

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Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is 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;

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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 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 into 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

This section should be read in conjunction with the school's Community Cohesion Policy. 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 and parents and carers. We have achieved this by using the following to shape the plan:

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- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

Roles and Responsibilities

The role of governors

- 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.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take 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.
- The governors welcome all applications to join the school, whatever a child's socio- economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures 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.

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- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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 / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

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'.

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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 or 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.

Incident

Member of staff to investigate and inform Headteacher

Response to victim and family Response to perpetrator and family

Incident form to be completed and filed.

Incidents to be reported to Governing body and local authority on a termly basis.

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Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

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 Equality 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 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 scheme

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, staff meetings and other communications;
- Make sure hard copies are available.

Our School's Equality Objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Our equality objective-setting process has involved gathering evidence as follows:

- School Improvement Plan
- Raise Online Data report
- Consultation with school staff, pupils, parents and carers

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Studlands Rise First School
First Steps on the Learning Journey

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Equality and Accessibility objectives 2018 - 2021:

Objectives	Protected Characteristic	Outcome	Timescale	Success Criteria
1. Ensuring reasonable adjustments are made to the teaching and learning of disabled pupils and those with special educational needs.	Disability	<p>Staff work closely with parents and other professionals to identify needs so that planning is reflective and responsive to the needs of all</p> <p>Clear collaborative working approaches are used through regular meetings, risk assessment reviews, provision reviews and action planning</p>	Sept 2018 onwards	That all children make good progress regardless
2. Ensure that the school environment and curriculum is inclusive and promotes the positive contribution of all pupils	All	<p>To ensure that the school provides good access, communication and signage to parents, staff and pupils with disabilities through careful planning and identification of future improvements and refurbishments of the site and premises</p> <p>To establish and maintain close liaison with parents</p> <p>To ensure that children are given the opportunity to participate in new</p>	Sept 2018 onwards	<p>That the school is accessible and inclusive to all</p> <p>All pupils are able to access all educational visits and take part in a range of activities</p>

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First Steps on the Learning Journey

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		learning, new experiences and extracurricular activities so that they gain valuable learning and life experiences		
3. To ensure that our school community understands that we live in a diverse country that recognises, celebrates and tolerates different views, faiths and cultures.	Religion and belief Ethnicity	To use the RE curriculum and the Jigsaw PSHE programme of study to enable pupils to develop their awareness of different faiths and cultures so they can respect and celebrate differences Use Assembly times to reference spiritual, moral, social and cultural themes and provide time for pupils to reflect on these.	Sept 2018 onwards	All pupils show greater awareness and understanding of cultures and beliefs, recognising and celebrating diversity

Signed: A. Rinna (Headteacher)
L. Colebrooke (Chair of Governors)

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