

Marine Park First School



Single Equality Scheme

**Equality and Diversity Policy and
Action Plan**

Equality Accessibility Action Plan

Date adopted by Governing Body: Spring 2018

Review Date:

Contents

Our School Vision and Charter	3
Single Equality Vision Statement	4
Overall Aims	4
Meeting our Public Sector Equality Duties	5
Key Equality and Diversity Objectives	6
Roles and Responsibilities	7
Statistical information about North Tyneside	9
Statistical Information about our School	10
Examples of how we meet our general Equality duties	12
Monitoring and Review	19
Appendix 1 Equality Action Plan	20
Appendix 2 Equality Accessibility Plan	26
Appendix 3 Equality Impact Assessment Template	33
Appendix 4 Consultation information	35



Marine Park First School

Our School Vision: Hand in hand we learn together

Pupils

- *Are valued*
- *Have fun, are happy, enthusiastic and independent*
- *Attain their potential through a rich, varied, creative curriculum*
- *Are well behaved and considerate to everyone*
- *Are motivated to learn and feel confident to question and challenge*
- *Work together and help each other*

Staff

- *Work together as part of a successful team*
- *Support each other and create a positive atmosphere for children*
- *Are supported in their own learning*
- *Respect professionalism*

Parents

- *Give their time, support and co-operation*
- *Work together with teachers and pupils to further their child's success*
- *Share their skills, talents and expertise*
- *Have clear lines of communication*

Together

- *We play an active part in the local and wider community*
- *We work in partnership with other professionals to ensure that the needs of all are met*
- *There is respect for all by all*

Our School Creed :

- * *Marine Park is our school.*
- * *Let kindness and respect abide here.*
- * *May we all live happily together.*
- * *May our school be full of joy.*
- * *Let the classrooms be full of learning.*
- * *Let sharing take place here.*
- * *Let us remember while many hands are needed to build a house,
many hearts and minds make a school.*

Single Equality Scheme Statement

At Marine Park First School, we are committed to ensuring **equality** for all, within education, delivery of services and employment opportunities. We believe that **diversity** is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- We try to ensure that everyone in our school is treated fairly and with respect
- We work hard to ensure that our school is a safe, secure and stimulating place for everyone to learn and work
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs or their sexual identity and orientation etc
- We recognise that people have different needs, and we understand that treating people fairly does not always involve treating them all in exactly the same way
- We recognise that for some pupils extra support is needed to help them achieve success
- We try to make sure that people from different groups are consulted and involved in our decisions, e.g. through talking to pupils and parents/carers, staff and through school council
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them

We acknowledge the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who have special educational needs or disabilities
- Boys in certain subjects and girls in certain other subjects
- Pupils who have English as an additional language
- Pupils who are in Local Authority Care

This Single Equality Scheme outlines the school's approach for promoting equality in our core policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. It aims to bring together equality strands in one document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating newer legislation on age, sexual orientation, religion and belief and transgender. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in school
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme applies to our:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors
- Extended school user groups
- Community users

Meeting our Public Sector Equality Duties

This Scheme also helps us meet the legal requirements of the 2010 Equality Act. The **Public Sector Equality Duty** requires our school to publish information about Equalities, related to:

- Eliminating unlawful discrimination, harassment and victimization
- Advancing equality of opportunity between different groups
- Fostering good relations between different groups

The school is required to take steps to by ensure that the school is free from harassment or victimisation on the grounds of the following list of protected characteristics

- Age,
- Disability,
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act also requires us to meet some specific duties

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do in the form of an Equality Action Plan and an Accessibility Plan

Equality Action Plan

The Equality Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Appendix 1

Accessibility Action Plan

The Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum. See our accessibility plan at Appendix 2

Our Key equality and diversity objectives for 2018-20 are:

- To eliminate discrimination, harassment and victimisation.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To continue to work together with stakeholders to promote equality of access and opportunity within our school and within our wider community and deliver effective and equal outcomes.
- To involve internal and external stakeholders in the equality process
- To continue to increase staff and pupil knowledge and understanding of equality and diversity issues

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is Discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.
- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

How we developed our Single Equality Scheme – Participation and Involvement

The development of this scheme has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010

- Feedback from the recent and previous Equality Questionnaire, annual parent questionnaire, informal discussions at parents' evening
- Input from staff surveys as well as through staff meetings / INSET
- Feedback from the school council, pupil discussions, PSHE lessons, whole school pupil surveys on children's attitudes to self and school
- Issues raised in annual SEND reviews
- Feedback at Governing body and PTA meetings

Find our template for equality consultation at Appendix 4

Roles and Responsibilities

At Marine Park First School we are strongly committed to having a joint approach to our promoting equality and diversity.

Governors are responsible for:

- Adoption and compilation of the Single Equality Scheme & Action Plan, in coordination with the School Management Team. Evaluating and reviewing the policy/practice annually and the objectives every 3 years
- Promoting a school ethos where all children and adults are of equal value whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, whatever their sexual orientation and whether they have a disability.
- Setting out its commitment to equal opportunities in the Single Equality Scheme and continuing to do all it can to ensure that all members of the school community are treated fairly and with equality.
- Designating a governor with specific responsibility for Equality/Diversity
- Ensuring that no one is discriminated against when applying for jobs at its school on account of their Gender, Gender reassignment, Race, Sexual orientation, Religion & Belief, Age, Disability, Marriage & Civil Partnership and Pregnancy & maternity.
- Taking all reasonable steps to ensure that the school environment gives access to disabled people.
- Reviewing the arrangements for disabled pupils on an annual basis
- Welcoming all applications to join the school, whatever background or disability a child may have, and make every effort to make reasonable adjustments to the premises, facilities, school services and curriculum in order to enable disabled pupils and staff to have access to the school's services and curriculum
- Ensuring that no child is discriminated against whilst in its school, on account of their Gender, Gender Reassignment, Race, Sexual Orientation, Religion & Belief, Pregnancy & Maternity and Disability.
- Ensuring that the school's policies, procedures and strategies are carried out and monitored with appropriate Equality Impact Assessments (EIAs).
- Being involved in dealing with serious breaches of the Equality & Diversity

The Leadership Team of the school will be responsible for:

- Promoting the single equality scheme both inside and outside the school
- Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.
- Ensuring that as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- Ensuring that all staff are aware of their responsibilities in relation to Equality & Diversity and that all staff fulfil their role with regard to delivering equality. Encouraging staff to intervene in a positive way against any occurrence of discrimination.
- Ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, in equality and diversity and its implications for teaching and learning
- Promoting the principles of Equal Opportunity and Diversity when developing the curriculum as well as promoting respect for other people in all aspects of the school's work, for example through assemblies, displays and the PSHE and RE Curriculum.
- Treating all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness. (and seeking advice from Human Resources where relevant) Dealing promptly and effectively with all incidents and complaints of bullying

and harassment that may including cyber-bullying and prejudice based bullying related to SEND, gender, race, religion, belief etc.; keeping accurate records of all such incidents.

- Providing the Governing Body with appropriate data to enable them to monitor equality. The termly Headteacher reports to the full governing body include information on the number of racist/antisocial incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs, or who are looked after.
- Ensuring that the school office staff keep an accurate record of the protected status of our pupils and employees
- Making Governors aware of any serious incidents involving equality or diversity implications.
- Ensuring that admission arrangements are in line with the LA guidance, giving due regard to the elimination of discrimination
- Ensuring that Governors regularly consider the schools' Accessibility Plan which considers the need of those with disabilities in the school community
- That the staff code of conduct is updated annually.

All members of staff are responsible for:

- Supporting the School in achieving the objectives and actions contained in the school Single Equality Scheme.
- Adhering to the School's Equality & Diversity guidance.
- Promoting a positive working environment
- Ensuring that all colleagues, adults and pupils are treated fairly, equally and with dignity and respect.
- Taking care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images of ethnic minorities and that challenge stereotypical images of all minority groups.
- Taking care when designing long term planning, paying due regard to the use of this guidance to direct the choice of topic to study, and in how to approach sensitive issues.
- Using opportunities, through assemblies to deal with issues of prejudice for example through national awareness-raising events to encourage reflection on prejudice (e.g. Remembrance Day, Holocaust Memorial Day, Anti-bullying week)
- Displaying work from all pupils with achievements in any areas of the curriculum
- Challenging any incidents of prejudice or discrimination and reporting to the Head Teacher or Governing Body as appropriate.

Pupils are responsible for:

- Engaging with the school in promoting a positive climate for learning by promoting equality, inclusion and good community relations
- Acting in accordance with the policy and supporting the school's anti-bullying strategies
- Challenging inappropriate language and behavior to eliminate any discrimination

Parents/Carers will:

- Have access to the scheme and be actively encouraged to support it
- Be informed of any incident related to this scheme which could directly affect their child

Relevant voluntary or community groups and partner agencies are:

- Expected to respect and follow our Equality Policy

Visitors are:

- Expected to respect and follow our Equality Policy

North Tyneside Profile (which contextualizes the larger area in which our school sits)

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

The North East as a whole is renowned for its community spirit and friendliness. Results from the 2015 Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about North Tyneside residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu. These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

Profile of Marine Park First School

Marine Park is a much larger than average 3 form entry first (deemed primary) school situated in Whitley Bay in North Tyneside, catering for pupils from Nursery to Y4. There are currently 510 pupils on roll, including Nursery (December 2017). The school has less than 1% surplus places, is popular and is oversubscribed in some year groups and at admission point. The classes are organized into a morning/afternoon Nursery Unit and a further 15 classes across Reception, KS1 and KS2. Marine Park is the largest first/primary school in North Tyneside.

Marine Park is a purpose built, PFI School. The two storey building was completed in 2004 and as a relatively new site is well resourced with modern classrooms, a library, computer suite, training suite, staffrooms, dining hall and extended school facilities. There is an extensive range of sports and leisure facilities including a sports hall, multi-use outdoor games area and an outdoor classroom.

The physical environment has been developed with particular accessibility features:

- the ground floor is fully accessible to wheelchair users
- the upper floor is also fully accessible for wheelchair with use of a lift
- accessible toilet, hand washing and changing facilities
- the layout of the main playground and Early Years outdoor areas

The area of North Tyneside from which we draw the vast majority of our school population – Whitley Bay is predominantly White British and Christian. Therefore we have a small percentage of BME pupils or pupils for whom English is not their first language.

The percentage of children eligible for free school meals is small and below the national average. The percentage of children with special educational needs is also well below the national average. In this respect our community is not typical of many localities in Britain. We recognise the challenge this gives us to ensure our children understand the importance of building mutual civility among different groups, and to ensure respect for diversity alongside a commitment to equality and common and shared bonds. The school operates as a community itself and its cohesiveness will hopefully have a powerful influence on those who spend time there. Through its work and partnerships across different groups, we promote cohesion and respect and provide a common point of communication for a wide range of people.

Some key statistics about our current population (Dec 2017)

Pupils on roll by gender

- 510 children on role
- Male 268, Female 242
- **Male 52%; Female 48%**

(This is in line with the borough profile as a whole)

Pupils on roll by ethnic group

- White British 451
- Bangladeshi 21
- Any Other Mixed 14
- Any Other White 8
- White and Black African 2
- White and Asian 12
- White and Black Caribbean 1
- Any Other Asian Background 1

89% White British 11% Other Ethnic Backgrounds

(We have a lower White British percentage than the borough profile as a whole)

Pupils on roll by first language

- English: 461
- Chinese: 1
- Bengali 17
- Japanese 2
- French 5
- Filipino 2
- Italian 5
- Spanish 7
- Greek 2
- German 1
- Tamil 3
- Polish 1
- Romanian 1
- Arabic 1
- Swedish 1

11 % EAL

Pupils on roll in receipt of Pupil Premium

- Pupils eligible for Free School Meals: 22
- Pupils Ever 6 Pupil Premium: 19
- Service Pupils: 1
- Other: 16

11% Pupil Premium funding

Pupils on roll with SEN provision

- EHC plans 4
- SEN Support 21
- No SEN provision: 485

5 % SEN

Religion of Pupils on roll

- The vast majority of our families have registered as being Christian/ no faith
- A small minority of our families register their religion as Muslim

Gender identity or reassignment

- We do not collect data on gender reassignment

Sexual Orientation

- We do not collect data on the sexual orientation of our pupils

Some key statistics about achievement at Key Stage 1 (Y2) 2017

% of pupils reaching the expected standard			
	Reading	Writing	Maths
All pupils Nationally	76	68	75
All pupils at Marine Park	86	73	76
Boys	83	67	76
Girls	89	80	75
SEN	25	0	0
Disadvantaged	78	67	78
EAL	57	43	43

Marine Park First School's main Equality challenges

In analysing our data, we know that a large majority of our pupils achieve very well in comparison to pupils nationally and locally although from time to time there may be some inequalities in standards/progress for some pupils in the following groups compared to their school peers in certain curriculum areas:

- Pupils from low income backgrounds
- Pupils from non-White British backgrounds
- Pupils with SEN
- Boys

These areas reflect the main equality challenges nationally.

How we advance equality of opportunity at Marine Park First School

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

- Marine Park First School seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment.
- We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences are celebrated and do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

- We build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.
- We challenge stereotyping and prejudice whenever it occurs.
- We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.
- We aim to ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

Our Pupils

For our pupils these opportunities are likely to include all or some of the following, dependent on our current priorities:

- preparation for entry to the school
- preparation of pupils for the next phase of education at Middle School
- the engagement, participation and involvement of a broad and diverse range of children, their parents and partner agencies
- the school's arrangements for working with other agencies
- school policies
- learning and teaching and the planned curriculum
- opportunities for assessment and accreditation
- homework
- activities to enrich the curriculum
- school sports
- school clubs, activities and school trips
- classroom organisation
- behaviour management approach and sanctions
- timetabling
- grouping of pupils
- breaks and lunchtimes
- interaction with peers
- access to school facilities

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups e.g. *SDP 2017-18 Priority : Further raise attainment and rates of pupil progress, especially in writing and phonics of boys; in maths for girls*

We build in strategies to address such issues and these are included in the school development plan. We monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils. The plan is reviewed termly, then annually (see SDP)

Specific examples of how we promote Equality and foster good relations

Special Educational Needs and Disability (SEND)

We are committed to working for the equality of people with and without special educational needs and disabilities. All reasonable steps are taken to ensure that these children and adults are not placed at a substantial disadvantage compared with non-disabled peers. We are committed to providing an environment that allows disabled people full access to all areas of learning and school life. We do this by:

- Ensuring that we provide a curriculum that supports all pupils and ensuring that SEND children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Teachers modify teaching and learning as appropriate for children with special educational needs/disabilities e.g. they may give additional time to complete certain activities; modify teaching materials; offer alternative activities where children are unable to manipulate tools or equipment e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment etc.
- The school may provide extra and additional small group or 1:1 adult support for pupils who are under-achieving or who have SEND, in order for them to make progress in their learning and their personal well-being.
- Ensuring the health needs of pupils with complex medical issues such as asthma, diabetes etc. who may not have SEN but who may have rights under DDA are well supported through proactive health care.
- Making appropriate use of local authority support services to ensure that pupils with disabilities fulfil their potential.
- Tracking and monitoring carefully the progress of all groups including disabled pupils
- Involving disabled learners, their families and staff with disabilities in the changes and improvements we make and consulting them on issues affecting them rather than just with people acting on their behalf
- Ensuring that 'Extended School' activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population
- Ensuring that pupils have opportunities to learn about the experiences of disabled people as part of assembly themes etc. and the discriminatory attitudes they sometimes experience
- Promoting shared values, awareness of human rights and how to apply and defend them;
- The talents of SEND pupils are recognised and represented in Gifted and Talented programmes e.g. Disability Sports Programmes
- Additional support for parents of under-achieving children is available from the SENCO (e.g. reporting progress; discussing needs);
- Additional support is also provided for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc.;

- Promoting positive images which reflect the diversity of the school and community in terms of SEND for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities. School has good links locally with Woodlawn and Benton Dene Special Schools etc. to support our pupils and staff with specialist advice, training and resourcing.
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting SEN and disabled pupils in the period of transition between first and middle school to ease the stress of moving and increase familiarity with new surroundings;
- We are aware of the Reasonable Adjustment duty for disabled pupils which is designed to enhance their access and participation to an equal level as all pupils and stop them being placed at a disadvantage compared to their peers
- Carrying out long term accessibility planning for disabled people in our school community to facilitate their participation in the curriculum and school life; by improving the physical environment of the school and the availability of accessible information to disabled members of the school community.
- Actively support the recruitment of disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively support the recruitment of disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Addressing prejudice-related bullying related to SEND.

Ethnicity and Race

The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Some of the strategies we use are:

- We monitor the attainment and progress of all our pupils by ethnicity every term – groups that need to accelerate progress are identified and teachers supported to ensure it happens.
- We identify and address barriers to the participation of particular groups as individuals in learning and other activities.
- We provide support through nurture groups, small group tuition, 1:1 specialist support etc.
- We are continuing to develop a curriculum that supports all pupils to understand, respect, value and celebrate difference and diversity.
- Ensuring that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain.
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- Celebrating special events such as Black History Month, Chinese New Year etc. as part of assembly.
- Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity
- Employ a range of styles, including collaborative learning, so that pupils can learn to value working together
- Provide support for children to access the curriculum including specialist teacher/TA support for EAL pupils as required

- Ensure staff have training in aspects of supporting EAL learners
- Provide educational visits and extra-curricular activities that reflect all groupings among our pupils.
- Meet the dietary needs of all pupils and staff
- Implementing our anti-Bullying Policy to develop pupil awareness and understanding of bullying behaviour or harassment on the basis of race, ethnicity or cultures.
- Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias.
- Deal with any racist incidents in an effective and consistent manner
- Address prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, refugees and people seeking asylum. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with
- Keep accurate information about the ethnic origin, first language and religion of all pupils and staff
- Actively support the recruitment of staff, governors and volunteers to the school which reflect the diversity of the school community
- Additional support is also provided for parents/carers to help them to play a full part in the life of the school (e.g. providing information in different languages as required).

Gender

At Marine Park First School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the school, irrespective of gender. 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. Some of the strategies we use are:

- We expect boys and girls to perform equally well in all subjects and activities, and we monitor pupil achievement and participation to ensure that any gap between boys and girls is reduced.
- All pupils have equal access to all curricular opportunities and activities.
- All pupils are expected to work together in a constructive and positive manner
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising, sports teams
- Identifying and addressing barriers to the participation of boys and girls in particular activities e.g. to support boys in writing we have been making our teaching more accessible by using Talk for Writing strategies. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.
- Ensure that boys do not dominate such things as the playground, the construction toys or the computers, and that girls do not dominate such things as the home corner or the dressing-up clothes
- When appropriate, stories and poems which challenge gender stereotypes are read in class and during acts of collective worship
- Pupils are discouraged from using sexist language and commended when they challenge such language
- New resources are vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- Our uniform policy does not discriminate because of gender.

Sexual Orientation

We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are lesbian, gay or bisexual. We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all gender variant staff, pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to others. We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. The Department for Education has published useful specific guidance on bullying including homophobic and transphobic bullying. We do not currently hold pupil data about this group.

Gender Reassignment (including transsexual and transgender)

We do not currently hold pupil data about this group and have to date no experience of supporting trans pupils or staff members. We are however confident that practice to support any trans child or adult is already embedded across school equality policies. We promote positive attitudes to gender diversity within activities relating to discrimination, diversity and inclusion across the curriculum and specifically within SRE and PSHE lessons. We will continue in the future to build on best practice already in place to eliminate discrimination, harassment and victimisation; promote and advance equality of opportunity and foster good relations to support this group and their families.

We will follow the best practice guidelines of our LA HR and PSHE teams when supporting our staff and school community.

Religion and Belief

As a diverse school, with some of the key religions represented we promote respect and understanding for the religious, atheist or agnostic beliefs and practices of all staff, pupils and parents. Some of the strategies we use are:

- Pupils and staff are encouraged to share and compare knowledge and understanding of their beliefs/ faiths and cultures with one another through curriculum based projects in RE, PSHE and assemblies – this supports pupils in building their sense of identity and belonging in a diverse culture. Lessons are used to value and celebrate diversity.
- Although our Collective Worship themes are ‘broadly Christian’ in nature we ensure that no one faith is purported to be any truer than another.
- We maximise opportunities to celebrate the richness and diversity of different faiths and cultures through Multi-Faith/Multi-Cultural celebrations (e.g. Diwali, Eid, Chinese New Year, Harvest) and through visits and visitors into school.
- We are mindful of the need to be aware of the potential risks of radicalization and extremism within our school community.
- We are proactive in providing as much information as possible to parents about our curriculum.
- All pupils are expected to work together in a constructive and positive manner
- Pupils are discouraged from using language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on religion or belief.

- Pupils have the opportunity to learn about the harmful effects of religious prejudice stereotyping within RE
- New resources will portray people of all ages, religions and beliefs in ways which are positive and non-stereotypical.
- Our uniform policy does not discriminate because of race, religion or belief.
- The school complies with reasonable requests relating to religious observance and practice for its pupils without it affecting participation in statutory education
- The school complies with reasonable requests relating to religious observance and practice for its staff.
- All incidents of bullying and harassment, including that based on, religion or belief, are be dealt with in an effective and consistent manner.

Marriage and Civil Partnership

We are committed to providing a safe and supportive environment for all of our pupils and staff and aim to tackle any discrimination faced by staff and school community who are entering into marriage or civil partnership. Teaching about relationships in our PSHCE curriculum is done in a sensitive, reasonable, respectful and balanced way.

We follow the guidelines of our LA HR team when supporting our staff and school community through this period.

We do not currently hold pupil data about this group due to the age profile of the children

Pregnancy and Maternity

We are committed to providing a safe and supportive environment for all of our pupils, staff and school community and aim to tackle any discrimination faced by those who are pregnant or who have recently had a baby.

We follow the guidelines of our LA and HR team when positively supporting our staff and school community through this period.

We promote work life balance and flexible working requests as far as possible.

We do not currently hold pupil data about this group due to the age profile of the children

Policy Development

We have developed a series of policies and procedures to support us in our day to day work. We ensure that due regard is given to the principles of Equality and Diversity within all of these. For example:

- Curriculum Policy (and related individual subject policies)
- SEND Policy
- Collective Worship Policy
- Safe to Learn Policy
- Behaviour and Discipline Policy
- School Visits
- Safeguarding Policy
- Staff Code of Conduct
- Recruitment Policy
- Appraisal Policy & Procedure
- Pay Policy
- Capability Procedure
- Redundancy Policy & Procedure
- Leave of Absence Policy
- Attendance Management Policy
- Flexible Working Policy
- Bullying and Harassment guidance

- Health and Safety Policy
- Grievance Procedure
- Dismissal Procedure
- Whistleblowing Policy

All staff are given/signposted to copies of relevant policies as part of their induction. Policies are reviewed regularly (either annually or bi-annually) as recommended by the Department for Education. These are all easily accessible by staff on the school server. Many can be accessed by parents and visitors via the school office or website

Equality Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices. Any pattern of inequality found as a result of impact assessments will be used to inform future planning and decision-making. The school will where necessary support staff in engaging with any new practices. Find our template Impact Assessment form at Appendix 3

Monitoring and Reviewing

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments will be used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.



Marine Park First School Equality Scheme Action Plan 2018 – 2020

Marine Park First School Equality Action Plan				
Protected Characteristic: Sex, Sexual Orientation and Gender Reassignment				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Continue to promote equality of opportunity across genders and actively work to discourage stereotyping or gender based bullying across all policy/practices.	Continue to monitor and evaluate attainment and progress of boys and girls across each phase EY, KS1 and KS2. Act on any trends or patterns in the data that require additional support for pupils.	Termly	Headteacher, DHT and staff	Narrowing of attainment gap
	Ensure that play based learning and resource provision is matched to the need and interest of all pupils	Ongoing	Headteacher, DHT and staff	Any gender stereotyping is minimized
	Staff to be vigilant re any <i>gender/ sexual orientation</i> related negative comments and address issues as appropriate	Ongoing	All staff	Stereotyping/instances of gender based bullying is actively challenged
	Ensure that displays in classrooms and corridors promote equality and diversity - <i>gender/ sexual orientation</i>	Ongoing	All staff	Any gender stereotyping is minimized and popular assumptions explored and challenged
	Assemblies continue to routinely address/challenge stereotypes and address issues - <i>gender/ sexual orientation</i>	Ongoing	Headteacher, DHT and SLT	Any gender stereotyping is minimized and popular assumptions explored and challenged
	Update of PSHE Medium Term curriculum plans and resource provision, to ensure any aspects related to Equality and Diversity - <i>gender/ sexual orientation</i> are addressed	Autumn 2018	DHT and PSHE Leads	Curriculum for all year groups evidences planned teaching of equality and diversity covering all protected groups
	Continue to support applications from males for TA volunteering, work experience posts in school providing a positive role model for boys.	Ongoing	DHT	Greater male representation on workforce
Protected Characteristic: Race, Religion or Belief				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Increase information accessibility for those with EAL	Continue to increase the body of school documentation available in electronic format via the school website. Make key school information available in alternative formats when needed. Ensure that translation services are available on line via translation tool or via the Emtas team or EAL Teaching Assistant	Ongoing	Headteacher, DHT and staff	Multilingual access to information

Continue to promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, and ethnic origins are promoted and actively work to discourage discrimination or bullying based on race, religion or belief across all policy/practices.	Continue to monitor and evaluate attainment and progress of different ethnic groups and of EAL pupils across each phase EY, KS1 and KS2. Act on any trends or patterns in the data that require additional support for pupils.	Termly	Headteacher, DHT and staff	Narrowing attainment gap
	Staff to be vigilant re any <i>race, religion or belief</i> related negative comments and address issues as appropriate	Ongoing	All staff	Discrimination, harassment and victimization based on race, religion or belief is challenged.
	Ensure that displays in classrooms and corridors promote equality and diversity - <i>race, religion or belief</i>	Ongoing	All staff	Displays reflects diversity in terms of race, religion and belief
	Assemblies continue to promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, and ethnic origins are promoted and discrimination or bullying based on race, religion or belief is challenged.	Ongoing	Headteacher, DHT and SLT	Positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, ethnic origins are promoted
	Revision of PSHE and RE Medium Term curriculum plans and resource provision, to ensure any aspects related to Equality and Diversity - <i>race, religion or belief</i> are addressed.	Summer 18	DHT and PSHE and RE Coordinator	Positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, and ethnic origins are promoted
Phase teams to ensure teaching promotes role models that young people positively identify with and which reflects the school's diversity in terms of race, religion and belief and raises awareness of life experiences/cultures of other children either nationally or internationally e.g. through Black History Month	Ongoing	Phase teams		
Phase teams to continue to work with organisations/professionals to explicitly address the causes and consequences of discrimination and help pupils recognize and challenge stereotypes e.g. through Show Racism the Red Card.	Ongoing	Phase teams		
Further develop children's understanding of cultural/faith similarities/differences of groups in our locality.	Ongoing	Phase teams		
RE Coordinators to continue to promote a wider schedule of visits to places of worship and invite members of different faith groups to support during RE lessons/collective worship.	Ongoing	RE Coordinator		
Draw upon expertise of external partners on adaptation of curriculum to best support EAL pupils	Continue to work with Emtas and EAL TA to ensure that EAL pupils are well supported and that activities are modified/adapted so that they are fully included.	Ongoing	Leadership Team	Equality of access to the curriculum Staff skilled and confident in supporting pupils

Protected Characteristic: Marriage and civil partnership, Pregnancy and maternity				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Curriculum for all year groups evidences planned teaching of equality and diversity covering all protected groups	Ensure that next monitoring of Sex and Relationships section of PSHE curriculum evidences teaching about diverse family structures e.g through family diversity story books Tango Makes Three etc.	Autumn 2018	DHT, PSHE Leads, Teaching staff	Pupils recognize that families are made up of diverse groupings
Protected Characteristic: Age				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Continue to promote positive attitudes to difference and good relationships between people of different ages and actively work to discourage discrimination based on age across all policy/practices.	In response to issues raised in pupil questionnaires, ensure that issues raised by children in each age phase are addressed and used to inform any priorities for action planning.	Ongoing	Headteacher, SLT, School Council Coordinator	Pupils in each age phase feel that their 'voice' is heard, valued and acted upon.
	Ensure that displays in classrooms and corridors promote equality and diversity - age	Ongoing	All staff	Displays reflects diversity in terms of age.
Protected Characteristic: Disability				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Please see Accessibility Plan (Appendix 2)				
Protected Characteristic: All groups				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Increase pupil, staff, parent and governor awareness of legal and human rights and the responsibilities that underpin society.	Use staff /GB meetings and CPD sessions to review policy and practice.	Spring 2018	Headteacher, Governing Body	School community well informed re Equality duties
	Annually update published information about the locality and school profile within the Single Equality Scheme	Spring 2018	DHT	
	Publish and promote the updated Single Equality Scheme and Accessibility Plan through the school website, newsletter and staff meetings.	Spring 2018	Headteacher, Governing Body	

Involve internal and external stakeholders in the equality process	Take into consideration opinions of school community parents, staff, governors, community users and pupils about equality and diversity in Jan 2018 questionnaire, when formulating Action Plans Make contact directly with parents/carers should concerns be raised.	Spring 2018	DHT	Action plans reflect school community members views
Demonstrate a commitment to diversity, equality and equality in all polices and practices	Continue to undertake routine equality impact assessments to identify the impact or effect either positive or negative of our policies and procedures on various sections of the school community paying particular regards to the need of specific groups	Ongoing	Headteacher, DHT, Governing Body	
Make our Governing Body more representative of the school community	Actively seek to fill Governor vacancies from under-represented groups when vacancies occur. Have nominated governors with responsibility for community links to local business and faith groups.	Ongoing	Headteacher, Governing Body	Make up of GB is more representative of the schools community
Demonstrate a commitment to diversity, equality and equality in recruitment	Continue to ensure that recruitment practices demonstrate a commitment to diversity, equality and equality in recruitment.	Ongoing	Headteacher, Governing Body	All applicants are treated equitably and consistently with no unfair treatment on any grounds including Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation
Demonstrate a commitment to diversity, equality and equality in supporting staff welfare	Make every reasonable endeavor to meet employee requests relating to protected characteristics including dress, food, prayer times, work patterns etc. in order not to discriminate.	Ongoing	Headteacher, Governing Body	Staff feel well supported
Upskill staff in supporting all pupil groups' access to the curriculum	Continue to provide a rich programme of focused in service training for support staff to deliver intervention programmes to narrow any gaps in achievement between groups.	Ongoing	Headteacher,	Staff feel confident in delivering intervention programmes. Positive impact seen in pupil data with attainment gaps narrowing.

Marine Park First School



Equality Accessibility Plan

2017 - 2020

Date adopted by Governing Body: Spring 2018

Review Date:

Equality Accessibility Plan – Marine Park First School

It is a requirement that the school Accessibility Plan is resourced, implemented and reviewed as necessary and reported on to Governors annually, to ensure school addresses priorities to improve access for a range of needs.

1. Aims of the Plan

- to create opportunities for every child to develop and learn
- to support everyone to realise their potential and make the most of themselves
- to achieve excellence in standards of education
- to ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors
- to link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

2. Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

3. Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

4. Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

5. Principles

- a) Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
- b) The school recognises its duties under the Equality Act (as amended by the SENDA) to :

- eliminate unlawful discrimination, harassment and victimisation;
 - advance equality of opportunity between different groups; and foster good relations between different groups;
 - not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not treat disabled pupils less favourably;
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage and
 - publish an Accessibility Plan.
- c) In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
- d) In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
- e) The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
- f) Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
- increase the extent to which disabled pupils can participate in school curriculum;
 - improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school and
 - improve the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
- g) The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges,
 - responding to pupils' diverse learning needs and
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

6. About our School

Marine Park is a purpose built, PFI School. The two storey building, completed in 2004 is a relatively new, well resourced and maintained site.

The physical environment has been developed with particular accessibility features:

- the ground floor (Early Years to Y2 classrooms), is fully accessible to wheelchair users;
- other ground floor areas (sports hall, dining room, extended school classrooms, IT suite), are fully accessible to wheelchair users
- the layout of the main playground and Early Years outdoor areas is fully accessible to wheelchair users. The multi-use outdoor games area and an outdoor classroom is accessible via a ramp;
- the upper floor is also fully accessible for wheelchair with use of a lift to Y3/4 classrooms, library, staffrooms and training suite and
- an accessible toilet, hand washing and changing facilities including a changing bed and hoist are available on the ground floor

7. Activity

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2017 - 2020 academic years. This plan will become an addition to the school School's Single Equality Scheme.

8. Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety



Marine Park First School Accessibility Plan – (incorporating SEND Equality Action Plan)

Protected Characteristic: Disability

Physical Access

Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Improve Y1 outdoor area to enable better wheelchair access	Move fence and widen pathway to create a more spacious outdoor learning area.	Summer 2017/Autumn 2018	HT/Governors/Buildings Manager	All pupils including those with a range of needs have better access for outdoor learning
Improved storage of large equipment including wheelchairs	Create new storage areas under stair wells for large equipment such as wheelchairs/walkers etc.	Summer 2018	HT/Governors/Buildings Manager	Reduced congestion in corridors and classrooms
Improved egress of building	Reduce congestion and ensure safe route for wheelchair users during pupil handover in playground at the end of the day in Y1 by creating dedicated area demarcated with expandable transit barriers	Summer 2018	HT/Governors/Buildings Manager	Safe pupil handover at the end of the school day
Classrooms are optimally organized with appropriate equipment to promote participation and independence of all pupils	Continue to work with the Occ Therapy Team, Physiotherapists and NC Access Team to review and implement optimal layout of furniture and specialist equipment both indoor and in immediate outdoor classroom spaces to support the learning of individual pupils including wheelchair users, according to need.	Ongoing	HT/Buildings Manager/ SENDCo /Class teachers	Greater pupil independence
Support vulnerable pupils' social and emotional development.	Embrace the Thrive approach following Thrive Practitioner training and consider allocating/resourcing a Thrive room/area e.g. next to Nursery, Library or in section of OSC area etc.	2019	HT/Governors/Buildings Manager/ SENDCo	SEND pupils with social/emotional/behavioural difficulties have an appropriate environment which

	Under expert guidance from Silverdale Lead Practitioner continue to develop and resource KS1 'Calm Space'	Ongoing		supports their re-engage with learning
Improve Accessible Washroom facilities	Continue to upgrade/adapt toilet, sink, changing bench and hoist to suit individual pupil needs	Ongoing	HT/Governors/Buildings Manager	Facilities are bespoke to individual need
Upskill staff in safe moving and handling techniques	Related to above action, continue the programme of annual staff training at Beacon Hill School in safe moving and handling (prepare for Y2 staff September 2018)	Sum/Autumn 2018 Y2 Sum/Autumn 2019 Y3 Sum/Autumn 2020 Y4	HT/ SENDCo	Staff confident in moving and handling techniques
Improve access to hall staging for school performances	Seek advice from LA Access Team re purchasing access ramps and additional accessible staging for hall performances	Autumn 2018	HT/Governors/Buildings Manager/Phase leaders	Wheelchair users able to use staging during concerts/assemblies
Ensure all disabled pupils and adults can be evacuated safely in the event of a fire/emergency	Liaise with Fire Service/H/S Team re best use of safe refuge for disabled pupils on upper floor from the KS2 rooms when Evac chair is not appropriate. Ensure Fire Wardens are briefed/consulted re use of both safe refuge and evac chairs prior to practice emergency evacuations	2018	HT/Governors/Buildings Manager/ SENDCo	Pupils/support staff safety
Ensure all disabled pupils and adults can be evacuated safely in the event of a fire/emergency	Continue programme of training in use of Evac Chair and safe use of refuge point.	2019	HT/Governors/Buildings Manager/ SENDCo	Staff confident in moving and handling techniques
Ensure all disabled pupils and adults can be evacuated safely in the event of a fire/emergency	Ensure all SEND pupils and disabled staff have a documented Personal Evacuation Plan in place as appropriate to their needs	Spring 2018	SENDCo /DHT	All staff aware of their role in supporting SEND pupils in an emergency situation
Review current provision for disabled pupils on upper floor	Consult with staff, carers, Occ Therapy Team and LA re appropriate facilities for pupil who needs wheelchair access, preparing to move to KS2 on upper floor in Sept 2019	Spring 2019	HT/Governors/Buildings Manager/ SENDCo	Anticipate, reduce and address any potential/specific issues

Access to Curriculum				
Target	Task/strategy	Timescale	Responsibility	Success Indicators/Outcome
Ensure that there is no discrimination based on disability within the school's curriculum policies and practices	All Coordinators and Phase Leaders to review subject policy/practice within their subjects and phases to ensure that they do not have a negative impact on disability equality.	Summer 2018	Phase Leaders and Subject Coordinators	Equality of access to the curriculum
Improve use of IT to support learning for SEND pupils	Purchase further appropriate IT hardware and software e.g. Laptops, I pads, Clicker , Apps, etc. to enhance pupil access to and engagement with curriculum	Spring 2018 and ongoing	SENDCo /IT Coordinators	Equality of access to the curriculum. Pupils with SEND making at least good progress relative to starting points
Equality of access to Sports Curriculum and Events	PE Coordinators to continue to ensure that SEND pupils have opportunities to attend locality events specifically designed for them and that adaptations are made to the PE curriculum and its delivery, including swimming, Sports Day and residential visits so that pupils can be fully included and engagement and enjoyment rates are high.	ongoing	SENDCo /PE Coordinator	Equality of access to the curriculum. Pupils with SEND making at least good progress relative to starting points
Upskill staff in supporting SEND pupils access to the curriculum	Continue to ensure that teaching and support staff have access to high professional development opportunities to support SEND pupils to access the curriculum e.g. Thrive Practitioner Blast (Language and Communication) Supporting pupils with medical needs Early Bird (ASD) Supporting Pupils with Attachment Difficulties Develop role of PE Apprentice to include supporting SEND in extended school provision.	Autumn 17 and ongoing	HT/DHT/ SENDCo	Equality of access to the curriculum Staff skilled and confident in supporting pupils

Upskill staff in supporting SEND pupils' social and emotional wellbeing, access to the curriculum and engage in learning	Ensure that training strategies outlined by Silverdale and the Virtual School Team are routinely put into practice so that targeted pupils achieve increased levels of engagement and school success. Leadership Team to monitor	Ongoing	Leadership Team	Equality of access to the curriculum Staff skilled and confident in supporting pupils Pupils with SEND making at least good progress relative to starting points
Draw upon expertise of external partners on adaptation of curriculum to best support pupils	Continue to work with Access Coaching to ensure that pupils with SEND are well supported and that activities are modified during lunchtime/after school learning opportunities e.g. Sports Clubs Develop role of PE Apprentice to include supporting SEND in extended school provision.	Ongoing	Leadership Team	Equality of access to the curriculum Staff skilled and confident in supporting pupils
Barriers removed so that all pupils able to access statutory tests	SENCO and DHT to ensure early applications made for modified arrangements etc. for Y1 Phonics/Y2 SATS as required.	Spring 2018 and 2019 if required	SENDCo /DHT/Phase 1 Leader	Equality of access to the curriculum

Access to Information

Target	Task/strategy	Timescale	Responsibility	Outcome
Ensure all necessary modifications and adaptations are in place to support hearing/visual impaired pupils and adults	Continue to liaise with Hearing/Visual Impairment Service to provide equipment as needed and that staff are well trained in its use (e.g. Amplification equipment 2018). Sign language/ interpreter to be engaged as required	Ongoing	SENDCo	Facilities are bespoke to individual need
Availability of written materials in alternative formats as required	Continue to use Makaton signing as a communication tool with pupils with language and communication difficulties. Liaise with Benton Dene for best practice advice. Continue to provide information for these pupils in most accessible, simplified	Ongoing	SENDCo/HT	Pupils are able to communicate more effectively with staff. Pupils making at least good progress.

	format e.g. using picture/symbol systems. Use of Website translation tools Engaging with Virtual School facilities			
Other				
Target	Task/strategy	Timescale	Responsibility	Outcome
Review and update in-school SEND record keeping systems	Continue to develop and evaluate new systems for developing EHCPs with parents, staff, outside agencies and pupils so	Autumn 2017	SENDCo/HT/Class teachers	Best practice and compliance with Code of Practice followed SEND pupils make clear progress towards identified outcomes
Improve systems for collating information about pupils with medical needs/disabilities	Review policy and develop improved systems for maintaining and updating information re pupils with complex medical/physical needs.	Autumn 2017	DHT/ SENDCo/	Continuity of practice across school/OSC
Review current system of 100% Attendance Awards related to SEND/Pupils with long term medical needs	Consider applying some 'reasonable adjustment' to the good attendance award scheme for pupils with disabilities/long term medical conditions (or those granted leave for religious observance)	Spring 2018	Governors	Pupils with SEND/medical needs are able to participate in all aspects of school life on an equal basis as those who do not



Appendix 4

MARINE PARK FIRST SCHOOL - Equality Impact Assessment

PART A) To be completed during the planning /proposal stage. Further sheets should be added where needed.

1. Name of the change, strategy, project or policy:			
2. Name of person(s) completing this form:			
3. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships			
5.		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)		Yes, No, or N/A	If yes, please provide details
Eliminate unlawful discrimination, harassment and victimisation			
Advance equality of opportunity between different equality groups			
Foster good relations between different equality groups			

7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?

PART B) To be completed when assessment and consultation has been carried out

10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.	Yes		No

Signed:

Date:

Marine Park First School

Parents' and Carers' Questionnaire 2018 - Equality and Accessibility

At Marine Park First School, we are committed to ensuring **equality for all** - within teaching and learning, within the services we deliver and within employment opportunities in our school. We believe that **diversity** is a strength, which should be respected and celebrated by all those who learn, teach and visit here. At Marine Park,

- we try to ensure that everyone in our school is treated fairly and with respect,
- we work hard to ensure that our school is a safe, secure and stimulating place for everyone to learn and work,
- we aim to ensure that no-one experiences harassment, less favourable treatment or discrimination and
- we recognise that people have different needs, and we understand that treating people fairly does not always involve treating them all in exactly the same way and that for some, extra support is needed to help them to access our facilities, to achieve and be successful

Governors are currently reviewing the school's **Single Equality Scheme**, which includes the Equality and Diversity Policy and Action Plan and the Accessibility Action Plan and they are keen to seek your views about how we meet our duties relating to the Equality Act 2010 and how we might improve the services we offer to all pupils, parents, carers, volunteers and visitors to the school.

The Equality Act 2010 was passed to ensure that all organisations, including schools treat their communities without discrimination in respect of the groups considered to have a 'protected characteristic'. These are:

- Race,
- Gender,
- Gender reassignment,
- Disability,
- Sexual orientation,
- Religion or belief,
- Pregnancy and maternity and
- Marriage and civil partnership.

We would be very grateful if you would take a few moments to answer the questions overleaf and add any comments. Please return your completed form to the school by Friday February 2nd 2018.

Yours sincerely,

Mr B. Willcox
Chair of Governors

MARINE PARK FIRST SCHOOL EQUALITY QUESTIONNAIRE 2018

1. I am
- a parent or carer
 - a school helper or visitor
 - a pupil
 - a governor
 - a member of staff

2. Thinking about the groups considered to have a protected characteristic as specified in the Equality Act:

- Race
- Gender
- Gender reassignment
- Disability
- Sexual orientation
- Religion or belief
- Age
- Pregnancy and maternity
- Marriage and civil partnership

Do you have any concerns that you feel the school should be aware of?

3. How does this concern impact upon you or your family's experience at Marine Park First School?

4. Have you any further comments about how Marine Park First School implements the requirements of the Equality Act?

Thank you for taking the time to complete this questionnaire, which will help us plan what we need to do next to improve your experience of our school. Please return any completed questionnaires to the school no later than February 2nd 2018

If you would like to speak to someone in school concerning these issues, please leave us your contact details:

Name:

Telephone number:

Email

	No concerns or comments	Comments expressed	Equality and Accessibility Concern
Thinking about the groups considered to have a protected characteristic as specified in the Equality Act, do you have any concerns that you feel the school should be aware of?	32	3	<p>There seems to be a slight bias in favour of Christianity, e.g. with the selection of a Christian Church and theme for the Christmas Show. As a household with no religious faith this can be difficult to reconcile and I imagine it would be more so for families of other faiths. I feel that it is important that the school makes a clear distinction between belief and fact when the children study RE. Children mostly expect to be taught fact when they are in the classroom and from experience this can sometimes be confusing.</p> <p>Please ensure that staff are aware of using gender neutral language e.g. stereotyping through description of clothes, behaviour, work produced – pretty dress, handsome outfit – heard at the summer fair fancy dress competition 2016. I am concerned about gender stereotyping and its effect on young children in all aspects of life. I'm not saying it is an issue at MPFS but there may be some occasional examples based on our experiences</p>
How does this concern impact upon you or your family's experience at Marine Park First School?	32	3	<p>The fact that children are/have been awarded for 100% attendance concerns me. As the parent of a child with a congenital birth defect, who has to attend hospital appointments which cannot be moved outside of school hours due to clinician availability, I feel that the policy of rewarding 100% attendance is an impossible target for my child. The policy has impacted on my child and demonstrates 'less favourable treatment' due to a long standing health problem – in my view a protected characteristic. My child was left feeling excluded and upset.</p>
Have you any further comments about how Marine Park First School implements the requirements of the Equality Act?	18	2	<p>Overall the school appears to be inclusive and demonstrates this through a diverse curriculum. The 100% attendance issue has concerned me for some time and needs to be considered more carefully. (see above)</p> <p>I think it is very unfair to reward children with 100% attendance. At this age children cannot help missing school and its not their choice. Why should children who have to go to hospital appointments be made to feel they have done something wrong?</p> <p>Just keep reminding parents not to park in disabled bays without displaying a blue badge</p> <p>It would be helpful to encourage/pick out those with walking difficulties or are pregnant when queuing for assemblies/shows to come to the front of the queue – I don't like to feel like a queue jumper!</p> <p>Supportive comments</p> <p>Our school does its very best to fully support all groups</p> <p>As far as I am aware there are no issues at MPFS and the school treats everyone very fairly in all respects</p> <p>No concerns – all elements of Equality are handled well</p>

<p>Have you any further comments about how Marine Park First School implements the requirements of the Equality Act?</p>		<p>My child is from a mixed race background and I have had no problems with mixed religious beliefs</p> <p>We have had no issues with the school's approach to Equality, Diversity or Accessibility</p> <p>Equality duties are clearly adhered to</p> <p>Our experience of the school is that it deals with Equality, Diversity and Accessibility in a fair way without prejudice</p> <p>My child hasn't faced any problems in school</p> <p>I have no doubt that the school approaches this in a conscientious and appropriate way. This is a school where everyone has access to success</p>
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Results of Staff Questionnaire 2018 - Equality

8 returns

	No concerns or comments	Comments expressed	Equality and Accessibility Concern
<p>Thinking about the groups considered to have a protected characteristic as specified in the Equality Act, do you have any concerns that you feel the school should be aware of?</p>	7	1	<p>Although I believe disabled pupils are on the whole included and provided for well, I feel that children with hearing difficulties haven't always had the same recognition and support. Information between school and outside agencies isn't always shared and recorded and any information about specific children is passed on informally. This is beginning to improve. For instance the child in my class now has a SEND plan but this came at the insistence of his mum. I think school should be more proactive in addressing the needs of hearing impaired children and supporting and sharing with those involved. I fear that if teachers aren't given training, this could affect children's progress.</p>
<p>How does this concern impact upon you or your family's experience at Marine Park First School?</p>	7	1	
<p>Have you any further comments about how Marine Park First School implements the requirements of the Equality Act?</p>	7	1	<p>Supportive comments</p> <p>I feel that teaching and support staff work hard to support those pupils with SEND. Staff have good support and advice from LA Ed Psych, Language and Communication, Speech Therapy, Dyslexia, Hearing Impaired Service, Emtas, Occupational Therapy, Physiotherapy, Behaviour support and other SEND teams to help them ensure that pupils with SEND are fully included in school life. The school has invested significantly in professional development opportunities to ensure that staff are both skillful and confident in providing both general and specific support for pupils with SEND and those with ongoing medical needs.</p>

