



Uplands Primary School Single Equality & Accessibility Plan

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and adults are valued, cared for, listened to and challenged to be the best they can be.

We welcome the 2010 equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together - our learners, staff, governors and parents in particular.

The school is committed to:

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

We recognise that the public sector equality duty has three aims, to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act**
- **Advance equality of opportunity between people who share a protected characteristic**
- **Foster good relations between people who share a protected characteristic and those who do not**

With regard to all of this:

- School trips are planned on the basis that all pupils are included. Full consultation takes place with parents to ensure inclusion.
- We will continue to work with our stakeholders to ensure that activities that are planned are accessible to all.
- We will implement opportunities for all pupils to experience, understand and value diversity.
- Using RAISE online, Fisher Family Trust, Transition Matrices and Target Tracker data and other monitoring eg lesson observations by senior staff, we track and analyse the achievement of all our pupils. All pupils supported by Inclusion leader and a well trained workforce. The Inclusion leader is part of the Leadership team and is proactive with training staff to support all pupils.
- We will continue to make on going reviews of the curriculum.
- All school policies are reviewed regularly on a three year cycle

Through the Equalities and Accessibility Plan (outlined below) we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathering

Uplands Primary School collects information from stakeholders through the use of questionnaires, forms and conversations.

Details will be taken from new intake of pupils and their families and when new staff and governors join the school.

We will analyse attainment and attendance data in school and also attendance data of extra-curricular clubs. All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following themes:

- the level, if any, of the disability of the stakeholder
- how the individual is accepted within the school community
- encouragement of disclosure through confidential means

-how the school uses this information to ensure inclusivity of its members

Setting the main priorities and actions through to implementation

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result.

As there are very small proportions in protected groups (other than gender), it has been decided that it is reasonable to not be expected to consult all groups all of the time. Our Governing Body has representatives of staff, parents, local authority and the local community.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all that the school does. The actions should have clear time frames and be monitored by a working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

Assessing the impact of the policy through the use of the plan.

The Governing Body will meet to ascertain how this plan is progressing and its impact on the stakeholders they are intended for. This will be carried out through Governor meetings discussions with individuals or groups for whom the schemes are designed. The impact will be reported through the mechanisms outlined above

This policy is to be reviewed yearly and the priorities listed below to be monitored by SLT.

Uplands Primary School Appendix 1:
Combined Single Equality & Accessibility Action Plan

Date: 2015-2016

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Actions	Success criteria	Resources/cost	Time scale	monitoring
<p>To ensure that academic achievement by gender and other protected characteristics is monitored and action plans reflect findings.</p> <p>Monitor attendance patterns for pupils with a protected characteristic</p>	<p>SIP provides actions and training to ensure that all groups make at least expected progress.</p> <p>Academic achievement of pupils with protected characteristics is monitored</p> <p>Pupils with protected characteristics have good attendance levels and this impacts on their achievement.</p>	<p>SIP</p> <p>Staff meeting</p> <p>Pupil progress meetings (cover)</p> <p>Monitoring of attendance</p>	<p>On- going half termly reviews.</p>	<p>Overall attendance is slightly above average.</p> <p>No significant difference in boys/girls persistent absences. Girls slightly higher in attendance above 95%.</p> <p>EAL pupils in line with national 2015-6</p> <p>SEN in line with national but lower than overall cohort.</p> <p>To do: part of GG's PM targets, track boys and girls monthly.</p>
<p>Continue to increase school community understanding of</p>	<p>Pupil interviews and curriculum outcomes reflect that pupils have</p>	<p>Re manager and HT embed a new RE policy</p>	<p>July 2016</p>	<p>Classes renamed as countries of British commonwealth. New Hist and geog curriculum enable pupils to explore other cultures such as the Shanghai</p>

<p>global dimensions for learning Ensure people from different religions are represented</p>	<p>respect of ethnic and religious diversity. Planning and lesson observations show that the RE curriculum promotes religious diversity</p>			<p>dynasty. Enquiry approach encourages pupils to engage and ask questions.</p> <p>New RE manager has been trained and RE now higher profile in school as evidenced through displays, topic books and planning. Y1/2 Passover meal, Y5/6 trip to Mosque. Range of religions represented. Pupils sharing experiences of Ramadan.</p> <p>To do - timing of residential and ramadan</p>
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