TOLLESBURY PRIMARY SCHOOL
EQUALITIES INFORMATION AND ACCESSIBILITY PLAN 2024 - 2027
DATE OF PUBLICATION

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.

2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people

3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

- Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE/RSE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our Golden rules: Respect, Learn and Safe.
- All staff have completed 'Prevent' Training and receive regular updates.

In relation to DISABILITY:

- Pupils, parents and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a positive experience.
- The PSHE and Citizenship curriculum addresses this in an age-appropriate way in each year group.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have very good, proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents are able to use the school car park.

In relation to SEX, the evidence we hold tells us:

- Boys and girls generally attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after school clubs.
- All children from Year 1 to Year 6 have weekly access to qualified Sports Coaches. Most teams are mixed gender.
- Our staff and pupils challenge stereotypes.

In relation to GENDER REASSIGNMENT:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY:

- Our Science and Health and Relationships Education suits our pupil's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.

- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF:

- Our collective worship is inclusive.
- We practise Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We have Christian leaders visit for collective worship and welcome other faith visitors

In relation to SEXUAL ORIENTATION, (including LGBTQI+):

- Our Science, health and relationships education suits our pupil's needs.
- We have an equal opportunity policy.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after school clubs.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our school motto and Golden Rules encourage pupils and staff to respect, treat equally, achieve, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age-appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEND rather than their economic disadvantage.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE:

- We live in a mainly white, British community which means our pupils' understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to DISABILITY:

- Awareness raised by PSHE/RSE curriculum for all children is good.

- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- On sire parking is available for use

In relation to SEX:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls.

In relation to PREGNANCY AND MATERNITY:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work at Tollesbury School following maternity leave.

In relation to AGE:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF:

- We have a wide and varied curriculum.
- We need to increase our religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.):

- Pupils and families tend to approach the school to discuss any issues. These issues are addressed regularly with all pupils in an age-appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.

Tollesbury School's Equality Objectives April 2024 – March 2027

Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (recorded by March 2026)
Race	Review of the school curriculum to ensure it is diverse and reflective of the world we live in.	Children's learning experiences broaden their life outlook	July 2026	SLT	

	Work with staff to be vigilant to and challenge potentially discriminatory language	Children use language respectfully and appropriately	ongoing	SLT	
Disability	To discuss with pupils' different forms of discrimination	Children show tolerance to each other	ongoing	All staff	
Sex and Gender and sexual orientation	To discuss with pupils, different forms of discrimination	Children show tolerance to each other	ongoing	PSHE/RSE Subject Lead	
Religion and Belief	To continue to foster curiosity and develop a respectful attitude towards other faiths.	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	ongoing	Curriculum Leads	
	To increase the number of multi faith visitors to school	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	ongoing	All staff	
Economic Disadvantaged and life experience disadvantaged	To ensure children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age-related expectations	The gap closes between non PPG and PPG pupils.	reviewed termly	SLT	

	To raise all pupils' aspirations of what they can achieve and to promote independence	Pupils articulate a range of jobs, study or training they would like to explore	Summer 2024	SLT	

Our definition of Disability is a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry our normal day to day activities.

Tollesbury School's Accessibility Plan April 2024 – March 2027

Target	Strategies	Success Criteria	Date to be completed by	Who ?	Impact (recorded by March 2026)
Access to the curriculum	Pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can engage with the curriculum Ensure that One Planning has SMART small step targets towards outcomes.	Pupil is referred to the Rainbow Room and outside agencies where appropriate. Interventions are effective in improving pupil's social, emotional or mental health well being One Planning is clear.	reviewed termly	SENCO	

Access to the physical Environment	Ensure all access points are clear. Regular review of needs for current pupils, including personal evacuation and classroom layout.	All ramps are in good working order. All pupils are able to evacuate safely. All pupils' personal needs are met.	Health and Safety termly inspection	H and S Governor and Caretaker	
Access to Information	Regular school website review Families and staff have easy access to mental Health support agencies via the school website	Parents can access information easily on the school website.	Ongoing	Headteacher and SEND Co.	