



# ACCESSIBILITY & EQUALITY PLAN

Reigate School's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school so as to aid the development, progress, and needs of all the children in our care.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Reigate School is also required to meet its public sector equality duty (PSED) under the Equality Act 2010 to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This plan also sets out how the school will promote equality of opportunity regardless of race, sex, gender orientation, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Reigate School's Governing Board and leadership team in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs and Disability Policy, Admissions Policy, Anti-Bullying Guidance** and the **Behaviour and Rewards Policy**. Copies are also held in paper files in the school office and on the Reigate School website.

This plan will be reviewed every two years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

## Aims and Values

Reigate School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. The Reigate School Values, which were voted for by the children, are 'Respect, Kindness, Resilience, Curiosity and Friendship'. These values apply to the school as a place of education, a business, and an employer. Through our policy and practices we aim to promote equality in all areas of school life. We are committed to creating an environment in which all individuals can develop for the benefit of themselves, the school and the community.

The school opposes all behaviour that undervalues or damages the self-respect and personal development of the individual. Prejudice, discrimination, and victimisation are not tolerated,

and we instil in our children a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

The school aims to provide equality and excellence for all in order to promote the highest possible standards. We will work to eliminate discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds by:

- Creating an understanding of the multicultural and diverse society in which we live;
- Eliminating discrimination through greater understanding, tolerance and mutual respect for personal dignity of all who work and learn in the school community;
- Creating an ethos where individuals are judged on their merits by developing a diverse and inclusive curriculum to meet the needs of all children;
- Providing open access to all areas of the curriculum and enrichment activities;
- Developing and outlining procedures for managing specific circumstances that threaten the status of the individual;
- Analysing performance data and monitoring achievements of all named groups, implementing strategies for improvement if necessary;
- Providing further disabled access to the building as and when financial resources are available.

## **School Profile**

Reigate School is an 11-16 mixed comprehensive school with approximately 1254 children on roll. It is situated in the Woodhatch area of Reigate. The school draws from a mixed catchment area and has a broadly national average intake. There are currently 231 children on the SEND register and 255 children who are in receipt of Pupil Premium (PP). 224 children are eligible for free school meals (FSM).

## **Discrimination**

All forms of discrimination by any person within the school will be treated seriously. All incidents are logged and addressed by senior members of staff.

Discrimination occurs when certain groups or individuals are excluded or inadvertently prevented from taking part in or experiencing particular learning situations or achieving success by the nature of their age, religion/belief, socio-economic group, ability, disability, gender, sexual orientation, gender reassignment, ethnic or national origin.

Within our PSHE and RE curriculum topics such as homophobia and bullying are used to help children to understand difference. Each year group within the school has had the Government's PREVENT Policy presented to them during assembly and regular referral is made to this Policy during PSHE, Religious Studies and other lessons as appropriate.

We support the victim(s) of such incidents through our robust pastoral systems, providing them with appropriate intervention where needed. The perpetrators of such incidents undergo an investigation into their true beliefs. If the school feels there is a discriminative prejudice, bias or belief set within the family or individual, then extensive intervention around these issues is employed.

## **Roles and responsibilities**

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively

involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below.

### **The Governing Board**

The Reigate School Governing Board will:

- create and approve this Accessibility & Equality Plan and with the help of the Headteacher/Senior Leadership Team ensure that it is adopted correctly throughout the school;
- ensure the school complies with all equality legislation and the school's equality objectives;
- monitor and evaluate the effectiveness of the Accessibility & Equality Plan every two years and make any amendments to improve on the Plan when and where necessary;
- nominate a named governor to oversee the implementation of the Accessibility & Equality Plan, monitor equality outcomes, and regularly report back to the rest of the Governing Board;
- ensure that parents are informed of any incident related to this scheme which could directly affect their child;
- ensure that parents, carers, and the wider community have access to the school's Accessibility & Equality Plan through the school website.

### **The Headteacher and Senior Leadership Team**

The Headteacher, with the support of the rest of the Senior Leadership Team, will:

- promote the Accessibility & Equality Plan both within the school and externally to the rest of the community;
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school;
- report back to the Governing Board on how the Plan is working and any amendments that they feel should be made, as well as feedback from staff, children and parents;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- take appropriate action where discrimination or victimisation occurs.

### **Staff**

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies as outlined in the school's Behaviour and Rewards Policy & the Anti-Bullying Policy;
- show a commitment to undertake development and training within this area;
- engage with the school in eliminating any discrimination and act as a good example to children;
- promote a positive working environment;
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, children, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

## **Children**

Children at the school will:

- engage with the school in eliminating any discrimination;
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site;
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred;
- work to promote the anti-bullying strategies outlined in the school's Anti-Bullying Policy and Behaviour and Rewards Policy;
- set a good example regarding behaviour and social awareness to younger children and their peers.

## **Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

- promote a positive attitude towards equality at home;
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's Accessibility & Equality Plan;
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in;
- respect and follow our equality when visiting the school.

## **Key groups at risk**

Reigate School recognises respects and values difference. We understand that diversity is a strength which should be celebrated. We take account of differences and strive to remove barriers and disadvantages that people may face in relation to ethnicity, disability, religion, gender and sexual orientation.

Whilst we recognise that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

### **Race**

Reigate School is a fully inclusive comprehensive school that supports children from all cultures and ethnic groups. Children and staff are aware of cultural differences and respect such differences. Our Social, Moral, Spiritual and Cultural (SMSC) framework encourages discussions and learning about prejudice and bias in lessons, assemblies and tutor time.

Firm action will be taken by the school in the event of any racist incident. A racist incident is when the actions of individuals from one ethnic group are directed at members of another ethnic group. This results in an unfriendly environment which can lead to individual unhappiness and group intimidation.

Anyone involved in any form of racism will be reprimanded and cautioned. The matter must be reported to the Head of Population/ Head of Year and the Head of Pastoral/ Deputy Headteacher, Mr Harvey.

The Headteacher will report numbers and the nature of any incidents to the Governors, through the termly report, and the LA.

## Disability

In order to achieve our aims with regards to pupils with a disability, the school will:-

- (a) provide additional provision to enable pupils with learning difficulties to access the curriculum through the SEN framework and this should include disabled children;
- (b) try to provide, where appropriate, physical aids to access education. These might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs. It may also include portable aids such as extra robust scientific glassware and specialist pens and pencils for children with motor co-ordination and poor hand/eye skills;
- (c) consider not only teaching and learning but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits;
- (d) use a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of pupils. This might include using flexible grouping arrangements including ones where pupils with disabilities can work with their peers, and encouraging peer support by, for example, setting up buddying or mentoring arrangements;
- (e) support staff training and development to facilitate the teaching and support of disabled children;
- (f) devise actions to eliminate barriers to enable all students to access opportunities;
- (g) seek to make improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include - ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems;
- (h) work with the Greensand Multi-Academy Trust on capital to secure the necessary physical adaptations to the school. **(The above a) to h) formed the Accessibility Policy)**

In terms of the school site and current accessibility, the main school building of Reigate School was constructed in the 1950s. There are two floors and on the ground floor there are a number of areas which are made accessible by steps. There is a ramp at the front entrance and the side of the hall so that this part of the school is accessible for performances and main school events. The gym areas are also accessible.

Hand rails have been positioned by areas where there are steps. In newer parts of the building: P Block, IT Block, D3/D4 and Gym areas there are disabled toilets with shower facilities. The ground floors of all these buildings are accessible by wheelchairs.

There is a designated Disabled Parking space available in the car park.

A survey of the main building by Surrey County Council (February 2016) has stated that the main block of the building is not suitable for redesign in order to accommodate internal lifts.

If children have physical limitations, then the school makes adjustments in terms of adult assistance and also managing leaving lessons early to avoid times when

corridors are extremely busy. Children's individual requirements are met whenever possible through consultation with the school's SENCO.

You can find all the information about our school's SEND provision including our provision for inclusion in the school's [SEND Policy](#) and [SEND Information Report](#).

## **Sex; Sexual Orientation; Gender Orientation**

Reigate School is a fully inclusive comprehensive school that supports all children in our care. Children have PSHE lessons which consider issues such as homophobia, sexual orientation and identity. Reigate School's pastoral policies and practice support children's social, emotional and mental health needs. All teaching staff have received training on the LGBT+ agenda and how to include this in lessons to promote inclusivity of the Reigate School curriculum. Support Staff have also received training.

## **Religion or belief**

All children at Reigate School have Religious Studies lessons. All children in Years 9, 10 and 11 take Religious Studies as a GCSE. Aspects of religion and belief are also explored in other areas of the curriculum including in Humanities, English and Art. The SMSC framework links such learning with the social, moral, cultural and spiritual aspects of life which is integrated classroom practice.

If there is an incident of discrimination, we support the victim(s) of such incidents through our robust pastoral systems providing them with appropriate intervention where needed. The perpetrators of such incidents undergo an investigation into their true beliefs. If the school feels there is a discriminative prejudice, bias or belief set within the family or individual then extensive intervention around these issues is employed.

## **Promoting equality and social awareness in school and within the local community**

The school promotes equality and social awareness through the PSHE programme taught to all children and through the social, moral, spiritual and cultural (SMSC) aspects of learning that are interwoven into the school curriculum subject areas. Through the curriculum, children are encouraged to discuss and understand the meaning of prejudice and discrimination and the impact of such behaviour on individuals and groups.

The school promotes social awareness in the local community in a range of ways. This includes: supporting local charities; collecting for Christmas food boxes for those in the local community; carol singing in the area; the Duke of Edinburgh scheme; working with local primary schools to extend their PE knowledge and Teaching School links. The School Student Council discuss the needs of those in the school and local community and are involved in making decisions about which charities are supported and what events the school is involved in.

The school expects all of its children and staff to act respectfully towards members of the wider community that the school is part of. Form rooms display the Code of Conduct expected of all children in the school and Reigate School's Values.

## **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEND in our SEND Policy and SEND Information Report on the school website.

## **Outdoor Education and Off-site Visits**

Please see separate policy on the school website.

## **Student Voice**

Through our support of student voice, we encourage our children to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between children from different year groups, children and staff, and children and the wider community.

Children select their form representatives for the School Council. Meetings are held termly and cover topics such as quality of food, premises, contribution to the community and charity, litter picking and any issues that they would like to consult with Senior Leaders and Governors.

## **Recruitment and Employment**

Reigate School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, sex, religion, age, disability, marital status, pregnancy and maternity, sexual orientation or gender orientation. Reigate School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this Plan is the foundation for all its activities.

Open and fair employment practices are implemented according to national policies and for teachers' conditions laid down in the School Teachers' Pay and Conditions of Employment. The school values diversity amongst its staff and in all recruitment the best candidate will be appointed following strict professional and safeguarding criteria.

The term 'staff' includes all employees on the school site.

Where a candidate is known personally to a member of the selection panel, it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

## **Staff**

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- 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;
- we respect the religious beliefs and practice of all staff, children and parents, and comply with reasonable requests relating to religious observance and practice;

- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Staff discipline and suspension**

Reigate School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our Staff Disciplinary and Capability Procedure, Code of Conduct and Staff Grievance Procedure.

The education and wellbeing of our children is our main priority. Any member of staff who creates a barrier to learning for our children will be disciplined. The school's performance management process, Appraisal and Staff Development Policy provide a framework through which the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

### **Children**

#### **Behaviour, exclusions and attendance**

The school Behaviour and Rewards Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for children with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area. In administering the Behaviour and Rewards Policy and Anti-Bullying Guidance, detentions and exclusion will be applied when necessary to any student irrespective of race, gender or ability.

#### **The Curriculum**

Curriculum equality is prominent in the PSHE curriculum but may also be discussed within other subjects and courses as appropriate. We have a new life skills curriculum and an audit will be conducted on where curriculum equality is.

#### **Monitoring and review**

This Accessibility & Equality Plan will be reviewed every two years by the Governing Board, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and children, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

#### **Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- student attainment and progress data relating to different groups;
- children's and young people's views, actively sought and incorporated in a way that values their contribution;



- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

The Headteacher and members of the Senior Leadership Team will provide reviews to Governors as appropriate.

Our school Complaints Policy & Procedure covers the Accessibility & Equality Plan. If you have any concerns relating to accessibility in school, the Complaints Procedure sets out the process for raising these concerns.

**Approved by the Full Governing Board on Wednesday 28<sup>th</sup> June 2023**

**Date of next review: June 2025**