

SINGLE EQUALITY POLICY

Codsall Middle School

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Single Equality Policy

2018-2021

The Single Equality Scheme brings together the school's approach equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our schemes include pupils, staff, governors, parents, carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for all children.

Introduction

The 'Public Sector Equality Duty' means that schools must adopt a proactive approach to equality. In practice, this requires all schools to;

- Take positive and proactive steps to identify potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

Legislation

Equality Duties are not new to schools; The Equality Act 2010, The Duty to Promote Race equality came into force in 2002, the duty to promote Disability Equality in 2006 and The Gender Equality Duty in 2007. As of 1st April 2001, the 'General and Specific' duties in promoting equality across the full range of protected characteristics are namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual orientation
- Age
- Pregnancy and Maternity

This policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Disability Equality Scheme & Accessibility Plan
- Behaviour Policy
- Sex Education Policy
- Special Educational Needs Policy
- Anti-bullying Policy

Our Single Equality Scheme (SES) and action plan covers a three year period from **2018 to 2021**. It integrates our statutory duties in relation to race, disability and gender (three equality strands) and in relation to promoting community cohesion.

It also addresses legislation in relation to the religion or belief, sexual orientation and age (three further strands) and therefore includes our priorities and actions to eliminate discrimination and harassment in those areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities for the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by our board of Governors and we will ensure activity is undertaken in relation to the six equality strands and the promotion of community cohesion.

Policy Statement

- The school acknowledges and welcomes diversity amongst the school community.
- We do not discriminate against anyone, be they child, or adult on the grounds of their sex, age, colour, religion, nationality, ethnicity, sexual orientation or physical or mental abilities.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- The school is opposed to all forms of racism and xenophobia, including these forms that are directed towards religious groups and communities.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- We will make reasonable adjustments, where required in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.

Meeting our duties

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;

This means:

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of the person who do not share it;
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low;
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminating racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups.

All racist incidents will be recorded and given to the Headteacher. The Headteacher will record this on the schools record and will follow the Local Authority Procedures for reporting racial incidents.

Disability Equality

The general duty to promote disability equality means that we must have regard due to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability-related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is a specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Make improvements to the physical environment of the school to increase access;
2. To increase access to the curriculum;
3. Make written information accessible to pupils' in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminating unlawful discrimination and harassment;
2. Promoting equality of opportunity between men and women, boys and girls.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within a school community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different culture, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities in to the Single Equality Scheme and Action Plan to make it easier to monitor the progress and performance in meeting the objectives.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds., We understand that there are different types of schools in different communities and will promote the interaction of children with those in other schools.

We understand we already have a duty to eliminate racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Age, Sexual Orientation, Religion, Belief, Pregnancy and Maternity

We must ensure that we do not discriminate on these grounds. These schemes must include our priorities and actions to eliminate discrimination and harassment for these equality areas.

Collecting and Analysing Equality Information for Pupils

Codsall Middle School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

We collect and analyse the following equality information for our pupils and store the information on the school databases, including our School Information Management System (SIMs) and Go4Schools:

- Attainment level
- Progress tracked every half term
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism
- Rewards of academic progress through celebration certificates given in assemblies
- Rewards for behavioural progress through celebration certificates given in assemblies
- Attendance of extra-curricular activities
- Work of the Head Girl, Head Boy, Deputy Head Girl, Deputy Head Boy and prefects
- Participation in school council
- Impact of intervention groups
- Provision maps
- Individual Education Plans/Pathway Plans

Actions required/highlighted from the above will be prioritised over the three years life span of the scheme and will be included in the action plan.

Collecting and Analysing Equality of Employment and Governance

Codsall Middle School is committed to providing a working environment free from discrimination, victimisation, and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events including the training that is provided in school
- Disciplinary and grievance cases
- Staff appraisal / Performance management
- Formal observations and learning walks

Action required/highlighted from the above will be prioritised over the three years life span of our scheme and will be included in the action plan.

We are mindful of the laws relating to confidentiality when devising this scheme and action Plan. Although there is a statutory duty to share the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

Consultation

We involved pupils, staff, governors, parents and carers and our wider School community in creating our Single Equality Scheme and action plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan.

Examples include:

- Discussions at school council meetings
- Discussions at prefect and house meetings
- Individual parent questionnaires
- Contact with parents and carers (meetings, walk about in the playground before and after school)
- All staff through dedicated staff meeting time
- Discussions at governing bodies
- Discussions within cluster meetings
- Contact with local community groups
- Involvement with local community activities
- Focus groups for parents/carers and staff
- Local authority by taking the views of the School's Improvement Advisor

Equality Impact Assessments

Equality impact assessments is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact or effect (both positive and negative) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of the minority groups. When negative impacts are identified we then take steps to deal with this and to ensure equality of service to all. This piece of work will be supported by our safeguarding governor.

An inventory of existing policies has been undertaken and we are currently undertaking an on-going rolling programme of impact assessment for all our policies and procedures.

Other School Policies

We have used existing School policies to inform our Single Equality Scheme. These include:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Inclusion Policy
- School Development Plan
- Special Educational Needs (SEN) Policy
- Teaching and Learning Policy
- Child Protection Policy

Roles and Responsibilities

The School Equality Scheme will be aligned with the School Development Plan, Self Evaluation Reviews, the School Prospectus, Staff Code of Conduct, Child Protection/Safeguarding Children Policy, the school Website and Minutes of Governing Body meetings, Whole staff meetings and the School Council. Its implementation will be monitored through these review processes as well being updated annually.

Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

A whole school approach which includes:

- Supportive leadership and management at all levels;
- Clear messages to all;
- Explicit policies, procedures and practice;
- Consistency and coherence;
- Impact assessments across all areas;
- Effective monitoring and reviewing processes;
- The Governors will ensure that the school complies with statutory requirements in respect of this scheme and action plan;
- The Headteacher will ensure that staff are aware of their responsibilities and they are given the necessary training and support;
- The Headteacher has responsibility for co-ordinating the implementation of the scheme and will report progress to the Governors;
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues;
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour;
- We will take steps to ensure that all visitors to the school, including parents/carers are adhering to our commitment to equality.

In Practice

- The Governors and SLT will apply the County's Equal Opportunities in Employment guidelines on all issues regarding appointments and personnel;
- SLT together with departments within the school will demonstrate a commitment to educating pupils for a multicultural society by reviewing whole school and departmental policies and schemes of work regularly, with these issues in mind;
- Clear procedures will be in place for dealing with offensive attitudes, remarks or behaviour, when exhibited by either staff or pupils;
- SLT will consider the gender balance within setted teaching groups in order to monitor any underachievement related to gender. Strategies will be implemented in order to minimize such underachievement;
- SLT and heads of key stage will review the rewards and sanctions system in school to identify where gender discrepancies occur;
- Display work will be monitored by departments to ensure that it does not reinforce but challenges stereotyped roles in the areas of gender, race and ability;
- Pupils will be encouraged to identify their achievements and to express their own expectations and goals regularly;
- Community Leaders together with subject teachers will ensure that homework tasks are accessible to and achievable by all pupils irrespective of socio-economic backgrounds;
- Codsall Middle School works within the remit of the Disability and Discrimination Act 2005 where resources allow.

The School's Commitment to Race Equality

This school's aims are:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of racism and taking steps to prevent it;
- Making the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
- Promoting good relations between different racial groups within the school and within the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of racism, racial prejudice and racial harassment;
- Being proactive in tackling and eliminating discrimination.

This policy contains explicit and specific statements which reflect the school's commitment to promote race equality.

Disability

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

Definition of Disability

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

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

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

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

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Additional grants and resources (such as those provided for free school meal pupils) are appropriately targeted and monitored.

Staffing: Recruitment and Professional Development

Staff opportunities and promotions are made on basis of merit and ability adhering to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupil performance by gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupils' progress.

Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all pupils.

There are strategies to reintegrate long-term truants and excluded pupils that address the needs of all pupils.

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

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable, should be recorded and suitable sanctions imposed.

Admission and Attendance

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

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms which originate from the LA.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for pupils on extended leave so that they are able to continue with their learning.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate in the life of the school.

The school works in partnership with parents and the community to develop positive attitudes to equality.

Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

School events are designed to include the whole community.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated by the member of staff responsible for Equal Opportunities.

Appendix 1

Tackling discrimination

Harassment on account of ethnicity, gender, disability or sexual orientation is unacceptable and is not tolerated with the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents are harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / principal where necessary. All incidents are reported to the principal and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of ethnicity, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

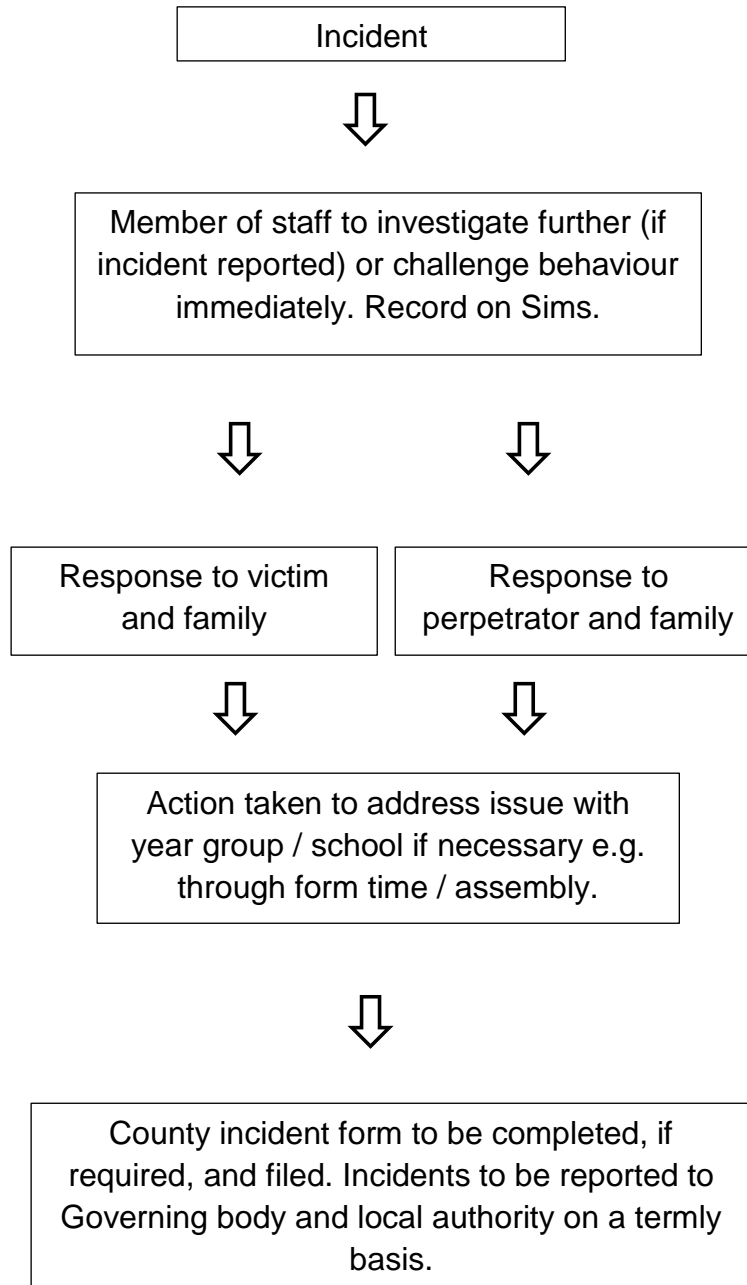
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents



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Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, chronicle and staff meetings.	Question about parent awareness of Equality Scheme in annual survey	Headteacher / Designated member of staff	Immediately after Equality Plan is agreed by governing body	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</p> <p>Parents are aware of the Equality Plan</p>
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns on the data that require additional support for pupils.	Achievement data analysed by race, gender and disability on a termly basis	Headteacher / Governing Body		Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels		On-going	Notable increase in participation and confidence of targeted groups

All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race, gender and disability.		Member of staff leading programme for each subject area.	On-going	
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PER	Headteacher	On-going	More diversity reflected in school displays across all year groups
All	Ensure all newly arrived pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in class assemblies, school council (by election or co-option) elections, fund raising etc.,	School council representation monitored by race, gender, disability	Member of staff leading on school council		More diversity in school council membership
Race	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / Local Authority on a termly basis.	The Headteacher / Governing Body will use the data to assess the impact of the schools response to	Headteacher / Governing Body.	:	Consistent nil reporting is challenged by the Governing Body. Teaching staff are aware of and respond to racist

		incidents i.e. have whole school / year group approaches led to a decrease in incidents. Are pupils and parents satisfied with the response?			incidents
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and cheerleading, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports / PE	On-going	More girls take up after-school sports clubs
Gender Equality	Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Lesson observations Data	Literacy subject leader	On-going	Boys are reading more books, attainment of boys reading increases
Disability Gender Equality	Promote Governor vacancies when they arise in accessible formats and welcoming applications from disabled and ethnic candidates	Monitoring of applications by disability to see if material was effective	Leader Governor on Special Education Needs	As needed	

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Equality Objectives

Equality Objective	Success Criteria to be achieved
1. There will be no significant distinctions in achievement by groups of pupils.	<ul style="list-style-type: none"> • The attainment and progress of all groups of pupils will be at the national average or higher for that group. • Attendance and exclusion data for pupils with protected characteristics will be no higher than the overall school average. • The average level of representation and/or participation by pupils with protected characteristics in wider school activities events will, at least, reflect their proportion in the school community.
2. Codsall Middle School will be effective in promoting positive attitudes to and challenging prejudice against persons with protected characteristics.	<ul style="list-style-type: none"> • SLT will judge that the school curriculum provides an effective range of opportunities for the development of enlightened attitudes and good relationships, particularly to persons with protected characteristics. • SLT will judge that wider school processes and ethos are effective in developing enlightened attitudes and good relationships, particularly to persons with protected characteristics. • The school will have effective systems for monitoring and recording incidents of prejudice.
3. Codsall Middle School will be able to recruit and retain a diverse workforce.	<ul style="list-style-type: none"> • The proportion of Codsall Middle School staff with protected characteristics will be at least similar to the proportion in the local population and/or national workforce.
4. Codsall Middle School will continue to make improvements to the site to help persons with protected characteristics.	<ul style="list-style-type: none"> • School entrances will be considered. • School classrooms will be judged for appropriateness. • School toilets/changing facilities will be audited. • Disabled toilet has been provided. • Disabled car parking bay available.