

## EQUALITY & DIVERSITY POLICY

### 1. OVERVIEW

- 1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.
- 1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality & Diversity Policy summarises the school's approach in ensuring equality for all.
- 1.3 As part of this policy the Accessibility Plan 2015-19 is included as an Appendix item (see Appendix A). This covers the rationale behind the plan and the actions we are committed to in ensuring accessibility for all.

### 2. OBJECTIVES

- 2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- 2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- 2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- 2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.
- 2.5 To ensure that this policy is applied to all we do.
- 2.6 To ensure that pupils and parents are fully involved in the provision made by the school.
- 2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

### 3. GOOD PRACTICE

- 3.1 We strive to achieve a cohesive community and expect that everyone within the school community (i.e. pupils, parents, staff, volunteers and governors) respect one another and behave with respect to one another, and that the parents of pupils feel fully engaged in the school.
- 3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- 3.3 We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- 3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

- 3.5 We will respect diversity regardless of age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010, as part of the recruitment process and on-going relationships for all members of staff, governing body, volunteers and the school community.

#### **4. STRATEGIES**

- 4.1 Monitoring, evaluation and review carried out by the Headteacher or Deputy Head will ensure that procedures and practices within the school reflect the objectives of this policy.
- 4.2 Parents and governors will be involved and consulted about the provision being offered by the school.
- 4.3 Teachers will ensure that the teaching and learning takes account of this policy.
- 4.4 The diversity within our school and the wider community will be viewed positively by all.
- 4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- 4.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- 4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- 4.8 The positive achievements of all pupils will be celebrated and recognised.

#### **5. OUTCOMES**

- 5.1 This policy will play an important part in the educational development of individual pupils.
- 5.2 It will ensure that all pupils are treated equally and as favourably as others.
- 5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- 5.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs in accordance with the requirements of The Single Equality Act 2010

#### **6. EQUALITY OBJECTIVE**

- 6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.
- 6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.
- 6.3 We will regularly review the progress we are making to meet our equality objectives.

#### **7. POLICY REVIEW**

- 7.1 This policy will be reviewed every three years by the Governing Body, as part of its monitoring cycle.

Policy approved by Governing Body on 20<sup>th</sup> September 2017

Signed Paul Mason position GB Chair

Policy due for review July 2021

## Appendix A

### ACCESSIBILITY PLAN 2015 - 2019

The Governing Body recognises that equal opportunities reflect all aspects of society. In this context they understand the following duties that this places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the Disability Discrimination Act (DDA) makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Governors' Personnel Committee. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Definition of disability:

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

The school's policy on Equality and Diversity is to ensure that there is no discrimination against any sub-group within its community, be it because of age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs. With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with the Headteacher and Deputy Head and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and SIAMs inspectors upon request.

Supporting Documents: SEN, Behaviour and Anti-bullying policies.

Timescale	Objective	What	Who/How	When	Outcome	Completed
Short Term	To ensure all teachers are following SEN policy in the light of current needs.	All teachers need to ensure that they are using appropriate visual learning tools/ colours.	Monitor by SENCO	Ongoing	Continual CDP training or staff in order to remove all barriers to learning.	
Short Term	Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and governors' meetings	Ongoing	All personnel aware of requirements and obligations	
Medium Term	To ensure that both areas inside and outside conform to the H&S guidelines	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.	LA representatives, head, staff, caretaker and governors to carry out risk assessments	When required	All risk assessments carried out so far, this is ongoing as it is responding to particular needs as and when they arise e.g risk assessment personal plans. H&S Audit completed and achieved.	
Medium Term	Training for staff on differentiating the needs of the children with impairments.	SENCo to investigate what areas of training are required.	HT & SENCo to carry out or arrange relevant training	When required	All personnel are trained in the relevant areas	
Medium Term	To update and review the accessibility plan on a bi-annual basis.	Carry out an audit of the plan	Review plan and liaise with HT & SENCO for an update on current children with disabilities.	Autumn 2017	Plan Review Bi -Annually	
Long Term	To improve provision for disabled, and children with visual and hearing problems.	Liaise with the appropriate outside agencies to seek advice and guidance.	SENCO to liaise with agencies and feed back to relevant staff.	Ongoing	Disabled children to agencies and feed back to relevant staff.	
Long Term	To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEN Policy and successful wave 1, 2 and 3 intervention.	HT & SENCO to ensure that differentiation is in place in accordance with SEN policy and monitor intervention. Training for all staff in effective differentiation and relevant staff for support programmes.	Ongoing	SENCO to monitor and obtain appropriate evidence.	

