



Equality Policy

Includes Equal Opportunities, Gender Equality, Race Equality and Disability Discrimination as well as *Perceptive and Associative discrimination with regard to the **'protected characteristics'*** (see 4.3.10e below) and any form of victimisation or third-party harassment as identified in the Equality Act 2010.

1 Introduction

1.1 The underlying principle behind all we do at Abbey Meads Community Primary School is a commitment for there to be **RESPECT FOR ALL**. Our school's mission statement talks of valuing the individuality of **ALL** of our children. We are committed to giving **ALL** our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of **ALL** children. The achievements, attitudes and well-being of **ALL** our children matter. This policy is intended to help to ensure that this school promotes the individuality of **ALL** children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 This policy relates to:

- Equality Act 2010.
- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975.
- Public Sector Equality Duties (PSED)

2 Aims and objectives

- 2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping may be a result of low self-esteem or ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and **respect for all**.

3 Racial equality

- 3.1 In our school, we will strive to eliminate all forms of racism and racial discrimination, promote equality of opportunity and promote good relations between people of different racial and ethnic groups.
- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any

forms of racism or racist behaviour. Should a racist incident occur, it must be reported to the Headteacher immediately. (see Anti-Bullying and Safeguarding Policies)

- 3.3 We endeavour to make our school welcoming to all minority groups.
We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.(see also SMSC and British Values Policies)
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

4 Disability non-discrimination - Disability Equality Scheme

4.1 School Ethos, Vision & Values

Abbey Meads Community School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

4.1.1 What do we understand by “disability”?

“**Disability** is a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out day to day activities” (DDA 1995 Part 1 Para. 1.1.) this definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day to day activities.

Abbey Meads Community School recognises that disability is not caused by the individuals, but by the physical, environmental and attitude barriers which exists in education and society as a whole. Our school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility educational and behavioural difficulties that are part of this definition.

4.1.2 Schools Strategic Priorities

At Abbey Meads Community School our aim is to improve the performance of all our pupils regardless of race, gender or disability. We aim to foster a lifelong love of learning. All staff are committed to providing a secure environment where pupils feel empowered to participate and take risks with their learning.

4.2 The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons. This means representing ALL people in a positive way and being totally inclusive.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

4.3 How will we meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme.

These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They should include measure to increase participation such as; directly asking pupils with a disability to be on the student council; setting up a disabled pupils' council group; or advocacy support to help pupils with Autistic Spectrum Disorders (ASD), for example, to participate in debates.

Specific actions will depend on the feedback from our consultations and may include strategies to promote accessibility and make the environment more disabled friendly, such as creating a quiet peaceful place, improving signage, etc.

We will take steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips. We will also assess factors such as whether children are able to participate in all aspects of school life and how well children are achieving socially and academically.

Many of the above will be included within our Disability Access plan

4.3.1 Involvement of Disabled People in Developing the Scheme

Abbey Meads Community School recognises the crucial importance of involving disabled people fully in the development of our Disability Equality Scheme.

We have sent out a questionnaire to all pupils, parents and carers asking them to identify any barriers and suggest reasonable adjustments. This has also been sent out to users of the community side of the school, we are awaiting replies.

4.3.2 Developing A Voice For Disabled Pupils, Staff and Parents / Carers

As a school we actively involve and seek the views of parents / carers, children and staff.

We do this through constant communication with stakeholders via:

- Headteacher Meetings / Parent Forum (x3 a year)
- Weekly newsletters.
- Parent Consultation Evenings.(x2 a year)
- Open Evenings to view work / receive annual reports (x4 a year)
- Parental questionnaires.
- Responses to letters.
- Annual Curriculum briefing meetings.
- FOAMS events.
- The School brochure.
- The Web site.
- Via the school's Twitter feed.
- The Governors.
- Class assemblies.
- The School council.
- Involvement in reviewing their targets / individual education plans.
- Children's questionnaires.
- Childs view on annual report.
- Involvement in selecting topics.
- We respond positively to any requests to support specific disabilities.

4.3.3 The Governing Body

All meetings are minuted and available on request. Governors attend school events and are invited in for classroom visits; a representative of the governing body is available to meet with parents at parent's evenings.

The Governing Body:

- Are aware of their statutory responsibilities to promote Disability Equality.
- Are developing an inclusive ethos.
- Has regular training on their Disabilities Equality Duty.
- Has disabled members who are prepared to lead on inclusion and disability equality issues.
- Exercise positive discrimination in Governors' elections and co-options to appoint
- Has disability monitoring results regularly presented to them.
- Has held consultations with disabled staff, pupils, parents and the local community to assess the impact of their policies.
- Has an Action Plan for meeting their responsibilities under the Duty to Promote Disability Equality.
- Sub Committees have contributed to developing the School Disability Equality Scheme.
- Has a School Access Plan and have extended it to cover the new duties on disability.
(See separate Accessibility Plan 2020-2023)

4.3.4 Removing barriers

Regular Health and Safety inspections are held by the premises committee which:

- Record risks to disabled people such as slippery floor coverings or non-adapted equipment, eg dining tables at incorrect height for wheelchair users.
- Abbey Meads Community School has evacuation procedures which accommodate disabled people.
- Abbey Meads Community School carries out all necessary risk assessments for the particular circumstances and of any specific disabled pupil. No pupil is excluded from any school trip, or activity on the basis of their disability.
- Abbey Meads Community School arranges for training for all staff involved in procedures that carry risks such as lifting and handling, administration of medicines or personal care or invasive procedures. For pupils that need medication for life threatening conditions, a healthcare plan is drawn up in consultation with parents and school nurse.
- Abbey Meads Community School has in place all necessary procedures for servicing/maintaining pupil aids and appliances.

4.3.5 Disability in the Curriculum, including teaching and learning

Curriculum.

Abbey Meads Community School:

- Ensures that all pupils gain an understanding of the discrimination disabled people face and the negative attitudes and stereotypes that can commonly occur.
- Ensures disability equality is raised in PHSE and Citizenship.
- Encourages disabled pupils to feel comfortable explaining to their peers about the nature of their impairment, what prejudices they face and how they wish to be treated.

Teaching and Learning.

Abbey Meads Community School:

- Ensures all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching.
- Ensures that joint planning time is made available during the school day for teachers and teaching assistants on a regular basis so the need of all the class can be accommodated.
- Ensures that staff are familiar with Pre Key Stage descriptors and, where appropriate, P Levels Scale target setting and assessments for pupils with learning difficulties and liaise with SENCO if further help is needed.

Teachers:

- Prioritise the essential knowledge they wish all pupils to gain from the lesson.
- Organise the styles and methods of learning to suit the multi-various way pupils learn best.
- Consider and implement the modifications necessary for the range of needs in the class.
- Provide different ways for pupils to demonstrate what they have learned.
- Consider how the classroom is optimally organised for all learning – in terms of layout, grouping, materials and use of support.

4.3.6 Eliminating harassment and bullying

Abbey Meads Community School has an anti-bullying policy to deal with the range of name-calling, unwanted comments and physical and psychological bullying which can be directed at disabled children and adults. The anti-bullying policy allows for the recording and monitoring of all such occurrences.

Through PSHE and Circle Time pupils are encouraged to discuss the impact of bullying especially on the grounds of gender, race, disability or sexual orientation so that they empathise with the unfairness and injustice of such behaviour and attitudes. Disabled children and adults at the school are positively encouraged to report all harassment and bullying occurrences. Pupils are trained/appointed as 'peer mediators'.

4.3.7 Reasonable Adjustments

Some reasonable adjustments the school has made include teaching and learning breaks, lunch time, after school clubs and trips (out of school activities) & location of class bases depending on the needs of the individual child.

Prior to this, parents and child where necessary are consulted as to the most appropriate adjustments. These are monitored by Class Teacher / SENCO. Regular reports would be made once a term or more if necessary. Any changes would be made as necessary.

4.3.8 School Facility Lettings

Abbey Meads Community School examines all capital projects to maximise access and reasonable adjustment.

Abbey Meads Community School's Lettings policy:

- Itemises the access provided by the venue.
- Specifies the type of adjustments that the school and other local services can provide.
- Is provided in accessible formats.

Abbey Meads Community School:

- Has a point of contact with the public which is fully accessible.
- Staff that deal with the public have had disability equality training.
- Has an evacuation procedure that has been developed to take full account of the needs of disabled people.

4.3.9 After School clubs and the extended day

- Disabled pupils' access needs are supported to attend school clubs and the extended day.
- Clubs or events after school are made aware of any disabled children and the class teacher or a TA remains with the child.
- Club and extended day activities have been planned in an inclusive way.
- Peer support and collaboration is encouraged in these activities.
- Pupil participation and achievement is more important than attainment in these activities.
- Any child with food allergies is made known to all staff including catering staff.

4.3.10 Information, Performance and Evidence.

This falls into four broad areas:

- What information are you going to collect?
- How are you going to collect it?
- How are you going to analyse it?
- What are you going to do once you've analysed it?

We operate under the Blue Kite Academy Trust GDPR Policy

a. Pupil Achievement

We monitor the progress of all our pupils. Prior to any formal assessment, we look at the needs of our disabled children and build in what is necessary e.g. extra time, breaks, readers etc. A senior member of staff knows how to apply for adjustments for SATs.

b. Learning Opportunities

- Abbey Meads Community School ensures that all pupils can participate in visits.
- Abbey Meads Community School makes available to all staff planning trips the access, medication and personal care needs of pupils on a need to know basis.
- All trips are well planned in advance so risk assessments can be undertaken, activities planned and reasonable adjustments made.
- Abbey Meads Community School provides alternative activities for a group of disabled pupils and their peers when the activity is inaccessible.
- Homework is set to be accessible to all pupils or is differentiated to meet the learning needs of all.
- Pupils receive in-class support with their work, the school makes arrangements for support to be available at breakfast, lunchtime or after school clubs where disabled pupils can attend with their friends.
- Abbey Meads Community School encourages peer support and collaborative learning.
- Achievement rather than attainment is prioritised and judged against each pupil's level.
- Reasonable adjustments are made in the activities that pupils are asked to undertake and in the way that they do them.

c. Admissions, Transitions, Exclusions (including Social Emotional Behavioural)

- Abbey Meads Community School operates a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour.
- The peers of disabled pupils are taught the reasons why Abbey Meads Community School operate such a differentiated behaviour policy.
- Abbey Meads Community School train and use peer mentors.
- Abbey Meads Community School operates a self-controlled time out system for identified pupils.
- Staff supported, by Lighthouse and outside agencies develop their approach to behaviour.
- Exclusions are monitored for impairment on a regular basis.
- All staff are trained in the behaviour policy and practice and the reasons why a differentiated policy operates.
- Support staff are trained to run lunchtime activities.
- Counselling is available for pupils who need it.
- 'Circles of Friends' are set up for pupils vulnerable to exclusionary pressures.
- Abbey Meads Community School seek to develop emotional intelligence and give pupils a range of strategies for dealing with conflict.

d. Equal Opportunities

- Disability equality has a separate strand in Abbey Meads Community School's Equality Policy.
- Abbey Meads Community School has developed a mission/vision statement about what it means about promoting disability equality.
- Abbey Meads Community School has considered the multi-layering of different equality issues for disabled people, eg gender and disability, race or ethnicity and disability, sexual orientation and disability, age and disability, religion and disability.
- Abbey Meads Community School has set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community.
- Abbey Meads Community School's databases are sufficiently detailed to reflect the performance and outcomes of disabled pupils as compared to non-disabled and sufficiently broken down by impairment groups to reflect barriers.
- Potential barriers in admissions, progression and transition are identified and solutions to diminish or remove them included in policies.
- Disability policies have clear action targets and a timescale for implementation.

e. Staff Recruitment and Retention

It is unlawful to discriminate directly or indirectly in recruitment or employment because of any of the nine protected characteristics in the Equality Act 2010. These are : age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- Abbey Meads Community School monitors the number of staff it has who count as disabled people under the DDA.
- Abbey Meads Community School gives automatic interviews to applicants who are disabled who meet the minimum person specification.
- Abbey Meads Community School provides reasonable adjustments for disabled staff, eg accessible accommodation, allowing additional time off for disabled staff, if necessary.
- Abbey Meads Community School operates measures to train and promote disabled staff.
- Abbey Meads Community School managers and Governors are offered Disability Equality Training.
- Abbey Meads Community School supports disabled staff in regularly meeting together to provide feedback on how school policies and procedures impact upon them.
- Abbey Meads Community School makes reasonable adjustments to retain staff who develop impairments during the course of their employment.

f. Impact Assessment

We recognise that our policies and practises may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees; and,
- On the educational opportunities available to and the achievements of disabled pupils.

We recognise that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include questionnaires.

We will ensure that where gaps are identified, action is taken to address this.

g. How we will put the information we gather to use

The information gathered will be used to create an action plan, addressing issues we have identified from our information gathering. The effectiveness of any action plan will be reviewed on an annual basis, or a report on the action plan will be incorporated within the school prospectus.

4.3.11 Reviewing/Monitoring

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

Senior Member & Designated member of Staff = Headteacher
Governor Responsible = Chair of Governors

5 Gender equality

- 5.1 We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 5.2 We have put in place a number of measures. These include:
- dealing with negative aspects of behaviour, including bullying and name-calling;
 - removing gender bias from our resources;
 - making sure that our displays reflect success in all activities in an equal manner
- 5.3 To make our teaching more accessible, we:
- begin a lesson by stating the learning outcomes, and giving the 'big picture';
 - employ a variety of activities, and include a kinaesthetic & visual element;
 - deliver work in bite-sized chunks, with 'brain breaks' and new starts;
 - provide challenge, competition and short-term goals;
 - give regular positive feedback and rewards;
 - set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.
- 5.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve gender attainment in one way do not do so at the expense of achievement of the other.

6 The role of governors

- 6.1 In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 6.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:
- admissions;
 - attainment;
 - exclusions;
 - rewards and sanctions;
 - parent and pupil questionnaires.

- 6.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school.
- 6.4 The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. Where access is perceived as compromised local procedures will ensure staff, pupils and visitors are accommodated in appropriate surrounding. *(EG In using the 2nd floor classrooms, the needs of pupils, their parents and staff will be considered before allocating any to these rooms.)*
- 6.5 The governing body will, in its annual report, make reference to arrangements for disabled pupils.
- 6.6 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 6.7 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the headteacher

- 7.1 It is the headteacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.
- 7.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- 7.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 7.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher

- 8.1 Class teachers ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents and draw them to the attention of the Headteacher.

9 Monitoring and review

9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years, or earlier if it is considered necessary. *Original date May 07 This update September 2020*