

Equality Policy



Disability & Equal Rights Policy

What sort of school are we?

Boughton Primary School is built on one level, with no staircases and the school has easy wheelchair access throughout the building and grounds.

Boughton is a place where pupils and adults of all races, religions, disabilities, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions.

It is our policy to ensure that each member of the school community:

- - Respects others and is respected
- - Takes part in the full life of the school
- - Achieves his/her potential

This policy is in keeping with The Disability Discrimination Act 2005, and the Disability Discrimination Act of 1995, Human Rights Act 1998, Evaluating Educational Inclusion OfSTED 2000 and the Codes of Practice from the Equality Commissions, Disability Rights Commission and the Equal Opportunities Commission.

2. Aims of Equal Opportunities Policy

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community, pupils, staff, governors, parents and community members.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at this school we value cultural diversity, meet the diverse needs of all, to ensure inclusion and ensure that all pupils are prepared for full participation in a diverse society.

3. The School's Commitment to Disability Equality

The school is committed to ensuring equal treatment of all its children, employees 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. We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. At Boughton Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

4. 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.

5. Actions to ensure Disability Equality

At Boughton Primary School 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.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children 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. This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by Boughton Primary School.

Develop opportunities for disabled children, staff and parents/carers by:

- - Including children and parents/carers in review meetings
- - Including children and parents/carers in school questionnaires
- - Class teachers discussing issues regularly with children.
- - Use of the School council.
- Ensure that disabled members of the community are represented and encouraged to participate in:
 - - Collective Worship
 - - Performances
 - - Sports activities
- Ensure disabled children are included fully in normal school life and are treated in a dignified way
- Have in place a clear policy on anti bullying which includes bullying of disabled people.
- Promote positive attitudes towards disabled people by:
 - - Ensuring displays and resources reflect diversity
 - - The curriculum positively promoting difference
- - Teachers taking into account IEPs when planning lessons

Remove barriers by:

- - Not excluding disabled children from school trips unless medical advice stipulates that participation should not take place.
- Ensuring additional staff are allocated to accompany solely those children with specific needs.
- Wheelchair access bus/coach transport is used if required.

- Risk assessments are carried out for trip locations to ensure that routes are accessible.
- - Ensuring that all areas of the curriculum can be delivered from all classrooms.
- - Having appropriate seating available to provide necessary back support where required.
- - Installing Interactive Whiteboards at a height to allow use by wheelchair users.
- - Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children.
- - Ensuring disabled children have access to extra curricular activities
- - Having disabled toilets
- - Using tarmac to remove trip hazards and to make all areas of the school accessible.
- - Teachers adapting resources and techniques to suit a wide range of learners.
- - All children having equal access to resources.
- - Following SATs guidelines to ensure that disabled children have the same opportunities as their peers.
- - Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service
- - Using external advisers to support IEP/PSP meetings.
- - Governors consulting with parents/carers through the annual Questionnaire.

6. What disability data is currently collected?

- Collect the following disability data (qualitative and quantitative)
- - Disabled children admission forms
- - The total number of disabled children
- - Home and contact details for disabled children
- - SEN IEP/Annual Reviews
- - SEN Register
- - Integration of disabled children including access to the curriculum
- - The total number of disabled staff

7. Reviewing and monitoring

The above data is reported to a number of bodies such as:

- - Health and Safety Committee
- - Leadership Management Team
- - Local Authority

8. Leadership and Management

- All the school policies reflect a commitment to equal opportunities.
- The governing body and school leadership set a clear ethos which reflects the school's commitment to equality are given status and support and are for all members of the school community.

- The school leadership team will work in partnership with others to promote equality
- The evaluation of policies is used to identify specific actions to address equality issues.
- Additional grants and resources are appropriately targeted and monitored.
- Boughton adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties.

9. Curriculum

- Curriculum planning takes account of the ethnicity, backgrounds and needs of all children.
- The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:
 - . children with a disability
 - . boys and girls
 - . children learning English as an additional language
 - . children from minority ethnic groups
 - . children who are gifted and talented
 - . children with special educational needs
 - . children who are looked after by the local authority
 - . children who are at risk of disaffection and exclusion.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all children.
- The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.

10. Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which children feel all their contributions are valued.
- Teachers take positive steps to include all groups or individuals.
- Child grouping in the classroom is planned and varied.
- Allocations to teaching groups are kept under continual review.

11. Assessment, Pupil Achievement and Progress

- All children have the opportunity to achieve their highest standards. Entry profile assessment is used appropriately for all children. The school ensures that:
 - Assessment is free of gender, disability, cultural and social bias, and that assessment methods are valid.
 - The monitoring and analysing of pupil performance by gender, disability, ethnicity and background enables the identification of groups of children where there are patterns of underachievement. The school ensures that action is taken to counter this.
 - Staff have very high expectations of all children and they continually challenge them to extend their learning and achieve higher standards.

12. School Ethos

- Boughton opposes all forms of harassment, prejudice and discrimination.

- School publicly supports diversity and actively promotes good personal and community relations
- Diversity is recognised as having a positive role to play within the school.
- Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant school policies.
- Children, staff and parents/carers are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- Staff are trained to deal effectively with bullying, harassment and prejudice.

13. Admissions and Attendance

- Comprehensive information about disability, children’s ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms. Admission is carried out to Local Authority guidelines and no child will be discriminated against because of disability.

14. 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.

15. Monitoring and Review

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

Signed _____ Chair of Governor

Date _____