

Badgerbrook Primary School

Equalities Policy Incorporating the Disability Accessibility Plan

Rationale

Badgerbrook Primary School is committed to tackling discrimination and promoting equality of opportunity for all pupils their parents, staff and other users of the school.

“We want everyone to achieve their personal best, be happy, highly motivated lifelong learners, be able to express their feelings and ideas, be confident and independent learners and thinkers, be able to work independently and with others, be able to use technology effectively, adopt a safe and healthy lifestyle, value and respect themselves, others and the world in which they live and make a positive contribution to society.”

Introduction

This single policy replaces the previously held separate policies on disability, gender and race equality. It reflects the legal duties under the Equality Act 2010:

- to eliminate discrimination, harassment and victimisation
- to advance equality of opportunity
- to foster good relations.

The duty covers eight protected characteristics:

- age (for employees)
- disability
- race (including ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- marriage and civil partnership (for employees)

Legal Requirements

- **Disability**

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'. (See Appendix 1 for more details)

The DDA 2005 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;

- 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.

Under the Disability Discrimination Act (DDA) 2005 the school is required to:

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment

The governing body is required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory –thought must be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- prepare and publish an equality plan to show how they will meet these duties
- review and revise this Scheme every three years

Please see Appendix 1: Disability Discrimination

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

• **Gender Equality**

Under the Gender Equality Duty 2006 the school is required to:

- eliminate unlawful discrimination and harassment on grounds of gender and gender reassignment
- promote equality between female and male pupils and between women and men and transgender people.

The Governing Body is required to:

- prepare and publish an Equality Plan to show how they will meet these duties
- Review and revise this Scheme every three years

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

○ **Race Equality**

Under the Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000 the school is required to:

- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups

The Governing Body is required:

- prepare an Equality Plan which includes the written policy for race equality
- assess the impact of the school's policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- monitor the impact the school's plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

The Race Relations (Amended) Act 2000 states that 'Harassment on racial grounds is defined as unwanted conduct on the grounds of an individual's race, ethnic or national origin, which has the intentional or unintentional effect of:

- violating that other's dignity
or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual.'

Strategies to deal with racist incidents or behaviour form part of the school's Behaviour and Anti-bullying policies

Please see Appendix 2: Racial harassment for more details.

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

● **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.

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

● **Special Educational Needs (SEN)**

The school has a duty to use its best endeavours to provide support to children and young people with SEN, whether or not they have an Education, Health Care plan (EHCP). The school must designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator or SENCO) and must inform parents when they are making special educational provision for a child.

The school must ensure that children and young people with SEN can take part in the activities of the school alongside those who do not have SEN, and must make arrangements to support those who have medical conditions

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

- **Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds.

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

Aims and Objectives

- The Governing Body of Badgerbrook Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, visitors and community users of the premises, irrespective of race, gender, disability, faith or religion, sexual orientation, age and socio-economic background.
- The Governing Body is committed to promoting community cohesion at school, local, national and global levels.

Responsibilities

All members of the school community and visitors to the school are expected to support the school's commitment to promoting equalities and meeting the requirements of the Equality Act.

The Governing Body is responsible for:

- drawing up, publishing and implementing the school's equality objectives
- ensuring the school complies with the relevant legislation
- ensuring the school's equality policy and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- ensuring steps are taken to address the school's stated equality objectives
- ensuring the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents/carers and visitors to the school

- taking overall responsibility for dealing with reports of prejudice-related incidents
- reporting racist incidents to the Governors and the Local Authority on an annual basis

All staff are responsible for:

- promoting equality and community cohesion in their work
- challenging prejudice and discrimination
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities

All visitors to the school, including parents and carers are expected to support the school's commitment to equality as expressed in this policy.

Practice

Badgerbrook operates equality of practice in the following ways:

- collecting and analysing contextual and achievement data to identify gaps in achievement and to target intervention strategies to support vulnerable individuals and groups of pupils
- ensuring equality of access for all pupils and preparing them for life in a diverse society
- using materials that reflect the diversity of the school population and the local community in terms of race, gender, disability, ethnic and socio-economic background, without stereotyping
- promoting attitudes and values that challenge racist and other discriminatory behaviour or prejudice
- Dealing with any discriminatory incidents that may occur
- recording and monitoring prejudice-related incidents
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- seeking to involve all parents in supporting their child's education
- including teaching and learning approaches appropriate for the whole school population
- consulting with outside agencies regarding recommendations to improve access for children and adults
- ensuring all activities, including after-school activities, are open to all, making reasonable adjustments where appropriate
- considering equality implications when reviewing or developing policies or procedures
- adhering to recruitment and selection processes which are fair, equitable and in line with statutory duties and Leicestershire County Council guidelines
- ensuring all staff receive annual performance reviews (Performance Management policy)
- providing training and development opportunities to all staff (linked to the School Development Plan)

- publishing equality objectives and action plans on the school's website

Leicestershire County Council operates a fair and transparent admissions policy for the school and does not discriminate on the grounds of their gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Links to other policies and documentation

This policy should be read in conjunction with the following documents:

- SEND policy
- Anti-bullying policy
- Behaviour policy
- Gifted & Talented
- Supporting Pupils at School with Medical Conditions policy

Setting Equality Objectives

The equality objective-setting process will involve review of current practice and feedback as follows:

- From parental questionnaires
- From staff questionnaires and staff meetings
- From small group consultations eg with SEND children, School Council etc
- By involving relevant people (including disabled people) through informal discussions (including parents of disabled children and representatives from outside agencies when visiting the school)

The evidence will be analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relationships between different groups in terms of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age

Please see Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

Monitoring and Review

The policy and scheme will be reviewed in line with changes to Government policy, statutory changes and the school's cycle of policy review. Progress against the Equality Plan will be reviewed annually.

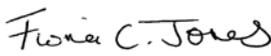
The school records regular assessments of pupils' learning and uses this information to track pupil progress. As part of this process, the Senior Leadership Team regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Reporting and Publication

The Governing Body will produce an Equality Scheme which fulfils the statutory requirements relating to Disability and Gender equality. This scheme will be published on the website www.badgerbrook.leics.sch.uk . Paper copies will be available from the school office on request.

A report on progress against the action plans will be published on the website by the Governors, once a year, in accordance with the new legislation. Paper copies will be available from the school office on request.

This policy was reviewed and adopted on 29 October 2017 and will be reviewed as part of the school's 3 year policy review cycle.

Signed  Headteacher

Appendix 1

Disability Discrimination

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.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **'substantial'** means **'more than minor or trivial'**.

'Long-term' means **has lasted or is likely to last more than 12 months.**

Normal day-to-day activity:

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the children's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Disability and special educational needs (SEN)

Many children who have SEN will also be defined as having a disability under the DDA. It is possible that some of the children who have SEN and a Statement/Education, Health and Care Plan or who have SEN support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma,

arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Collection of Information

- Disabled pupils are identified through admission forms and information provided by feeder pre-schools and parents
- Disabled members of staff are identified through admission forms, recruitment and selection procedures and self-declaration.
- Pupil registration forms give the opportunity for disabled parents/carers to disclose their disability.
- Disabled governors are identified through self-declaration.
- Other disabled school users are identified through self-declaration.
- Data protection legislation is observed in sharing any of this information.

Appendix 2

Racial harassment

The Race Relations (Amended) Act 2000 states that:

'Harassment on racial grounds is defined as unwanted conduct on the grounds of an individual's race, ethnic or national origin, which has the intentional or unintentional effect of:

- violating that other's dignity:
- or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual.'
-

The school will follow the Local Authority Guidelines in dealing with incidents of racial harassment. Strategies to deal with racist incidents or behaviour form part of the school's Behaviour and Anti-bullying policies.

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'.

Racist incidents can take a number of forms and include:

- verbal assault
- physical assault
- rejection or isolation of someone because of their ethnicity
- display of racist pictures, insignia or graffiti
- unwelcome comments, jokes, taunts or innuendoes based on ethnicity, colour or culture.
- derogatory comments about people or groups.
- telling racist jokes or mimicking accents.
- deliberately mispronouncing names.
- dismissal of viewpoints from other cultures or societies.
- stereotypical comments during discussion.
- making negative comments about: appearance, clothing, food, language, accent, dialect, family, culture, religion, country of origin.

Appendix 3:

Review of current practices and procedures

Access to the physical environment

- All ground floor rooms are on one level. The upstairs level of the extension is accessible via a lift. Individual evacuation plans are developed for children who cannot evacuate the building by the stairs.
- Two disabled parking spaces are available
- Disabled toilets facilities are available on both floors
- Appropriate equipment is provided where required
- Rooms are available for small group work and individual work for targeted learners

Access to the curriculum

- All children follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extracurricular activities and off-site visits.
- All children have access to all curriculum areas through adult support, intervention programmes and differentiated tasks as appropriate
- Learning Support Assistants support disabled children to ensure full access to the curriculum
- All staff use a variety of teaching approaches eg visual, auditory and kinaesthetic and can use them appropriately
- School visits and trips are accessible for all children
- School staff have experience of working with a wide range of children with special educational needs. Training is provided where necessary.
- IEPs or Pupil Passports are prepared for children requiring additional as appropriate, setting challenging but attainable and realistic targets. This information is updated termly. In addition, updated information is shared with staff as appropriate, for example following Annual Reviews.
- 'Emotional Health and Well Being' is developed through the Healthy School Scheme and the use of 'SEAL' materials
- Visual timetables are provided for pupils where appropriate
- There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of disabled pupils.
- Access arrangements are made for SATs (extra time / reader / amanuensis, etc) are applied for as appropriate
- Procedures are in place to ensure the smooth transition of students from Badgerbrook to Thomas Estley Community College. Liaison and the sharing of information regarding pupils with a disability and/or a Statement of SEN/Education, Health and Care Plan or requiring extra support takes place in Year 6 and additional visits are arranged during the Summer Term prior to transfer if appropriate
- Children with dyslexia receive support in accessing the written curriculum by the purchase and use of appropriate coloured overlays

Access to information

- Teachers use home-school liaison books for children and families where appropriate
- Parents are able to make appointments to speak to the class teacher, SENCO or Headteacher as appropriate
- The school website contains information about the school - handbook, policies etc

- The school Newsletter gives information about school events, initiatives and future dates. It is also posted on the website.
- Parents meetings provide opportunities for teachers and parents to discuss pupil progress and any other concerns
- Written reports are produced in the Summer terms
- Open Evenings provide opportunities to look at work and speak to the class teacher
- Texting Service for parents

Areas for development:

- Alternative evacuation plans for children accessing the first floor in the Extension should be considered
- Achieve International School Award
- Partnership working with specialist services eg visually impaired, hearing support, autism outreach, to ensure equality of provision for all our pupils
- Curriculum weeks to include celebrations of culture, diversity and equality 2015/16

Appendix 4: Action Plan incorporating the Accessibility Plan 2017-2020

Priority	Responsible Person(s)	Action required	Resources	Timescale	Success criteria
Equality Objectives					
To reduce prejudice and increase understanding of equality	Class teachers & support staff	Direct teaching using SEAL and Emotional Learning resources in PSHE sessions	Class time Planning time	Summer Term 2019	Number of behaviour incidents shows downward trend over 5 years (Deputy Head monitoring files)
To narrow the gap between boys and girls attainment in writing and maths across both Key Stages	English and Maths Coordinators	Pupil Profile sheets, identification of gaps, planning appropriate interventions, audit of resources, purchase of new resources if appropriate	Assessment Target Tracker	Summer Term 2018 Summer Term 2019 Summer Term 2020	Less than 10% difference annually (Data analysis from Target Tracker)
To promote spiritual, moral, social and cultural development with particular reference to issues of equality and diversity	SLT	To participate in pilot project across Leicester City/Leicestershire to enhance equality and diversity (No Outsiders project)	Staff release time No Outsiders project	Summer Term 2019	Parental/pupil feedback from provides evidence of greater understanding of equality and diversity Successful completion of project
Accessibility					
To ensure SEND children are making at least expected progress in English and Maths	SEND Coordinator	Pupil Profile sheets, identification of gaps, planning appropriate interventions, audit of resources, purchase of new resources if appropriate	Pupil Passports	Summer Term 2018 Summer Term 2019 Summer Term 2020	SEND children making at least expected progress Pupil Passports help support SEND pupils and parents in making informed decisions

Information gathering					
Include questions about access to the physical environment and the curriculum in the annual questionnaires to parents, staff, pupils and governors	HT/SBM	Devise appropriate questions for inclusion in questionnaires	Meeting time	May 2020	Evaluation of questionnaire responses contributing to review of equality scheme
Access to the physical environment					
Ensure safe travel around the building for pupils, staff, visitors, contractors and members of the public	All staff/ Premises Officer	Keep corridors, cloakrooms and communal areas clear of obstructions	Corridors, cloakrooms and communal areas clear of obstructions	Ongoing to ensure the building is safe for all users	The School building is safe and accessible for all users regardless of disability, age etc
Ensure specialist training is accessed and specialist equipment to support children with a hearing impairment is utilised by all teachers in appropriate classrooms	Class Teacher/ SENDCO	Ensure all Badgerbrook and supply teachers know how to use the equipment if provided. Training for Class Teacher with Hearing-Impaired Child in Class	SENDCO time	September 2018	Children with hearing impairment given best possible support to access the curriculum

Introduce the 'Supporting Pupils with Medical Conditions' policy and procedures throughout the school	SLT/ SENCO/ SBM/ All staff/ Governors	Draw up Badgerbrook policy, consult with staff and stakeholders. Adoption by Governors Complete individual health care plans where appropriate	SLT time	September 2017 2014	Pupils with appropriate medical needs have individual care plans and are supported in school.
Access to the curriculum					
Continue to use appropriate screen colours and paper overlays to aid children with dyslexia.	Class teachers/ Specialist TA	Ensure class teachers liaise with the Specialist Teaching Assistant to ensure appropriate overlays are ordered where appropriate	Purchase of overlays £50 per year	Ongoing	Children with dyslexia continue to receive support in accessing the written curriculum
Racial Equality					
Ensure children from ethnic minorities make at least expected progress in writing and maths across both Key Stages	Assessment/ English/ Maths Coordinators	Analyse assessment data to identify gaps in achievement and devise intervention strategies	Pupil data analysis	Summer Term 2018 2019 2020	All pupils, regardless of ethnicity, make at least expected progress in writing and maths

