

Beaconhill Community Primary School Equalities Policy

1. School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, including those with any form of disability and will ensure that all people are treated equally in any procedures, practices and service delivery regardless of disability, gender or cultural diversity. 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. This also applies to culturally diverse groups of pupils, or those of either gender.

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 normal 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.)For other definitions see the Disability Rights Commission website or the SEN Code of Practice

1.2 What do we understand by cultural diversity?

These are the cultural differences that exist between peoples, such as language, dress and traditions, there are also significant variations in the way societies organise themselves, in their shared conception of morality, and in the ways they interact with their environment.

1.3 Schools Strategic Priorities

The school's long-term strategic priorities are centred on raising achievement. Removing barriers to achievement through this policy, and through putting it into practice will contribute to these priorities.

2. The General Duty

We will seek to:

- promote equality of opportunity between people, regardless of gender, disability or cultural diversity.
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of people that is related to their disability, gender or cultural diversity
- promote positive attitudes towards all –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by all people in public life -It is also important to respect the wishes of all 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 all disabilities and cultures, even where that involves treating disabled or culturally diverse people more favourably than other persons.

3. How we will meet the General Duty & Specific Duty

The production of this equality policy provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty. These actions may include some

priorities to increase access to the curriculum, the physical environment and the provision of information. They might include measures 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 e.g. ASD participate in debates. We will take steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips. We will 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 are within our Disability Access plan

3.1 Developing a voice for pupils, staff and parents/carers

We encourage all pupils, staff and parents/carers to participate in public life regardless of gender, disability or cultural diversity. Involvement in the development and monitoring of both the scheme and the action plan is a good example of this.

3.2 The Governing Body

Governing body proceedings are accessible. All members of the parent body are encouraged to be part of the Governing Body.

3.3 Removing barriers

Please consult the School Disability Access Plan for more details.

3.4 Equality in the Curriculum, including teaching and learning

Resources and other teaching materials are carefully selected and developed for their contribution to developing positive attitudes to all regardless of gender, disability or cultural diversity.

3.5 Eliminating harassment and bullying

Please refer to the school anti- bullying policy- it is clear in how discrimination, bullying, harassment of children and adults will be dealt with.

3.6 Reasonable Adjustments Reasonable adjustments are made on a case by case basis to support equality of access for all, regardless of gender, disability or cultural diversity.

3.7 School Facility Lettings All needs will be accommodated if the school premises are used by the community. (E.g. more disabled parking if letting for a function- part 3 of DDA)

3.8 Information, Performance and Evidence

Pupil Achievement

Information will be gathered to show the achievements of groups of pupils, i.e. girl/boy, FSM, those with a disability/ SEN pupils. This will be gathered and analysed using the in-house tracking system. Issues for action will be addressed through Leadership team response.

Admissions, Transitions, Exclusions (including SEBD)

Children with disabilities/ cultural diversity are not over-represented in our exclusion figures. This will be monitored through SDP review and development.

3.10 Impact Assessment

The impact of policies, procedures, functions and practices of the school will be assessed through school self-evaluation, and reported to the school community through the school self-evaluation document, which is updated annually. This might include feedback from pupils from minority groups and also their parents and/or carers. Some outcomes may be obvious, such as the increase in participation of pupils with a disability in out of school activities.

3.11 Reviewing/Monitoring

The school will use the information gathered in reviewing the effectiveness of its 3-year action plan and preparing the subsequent scheme. The leadership team will also evaluate the effectiveness of the scheme. The revision date will coincide with the SDP review. The scheme will be reviewed and publicly commented upon each year and revised at least every three years.

Review Date Dec 2025

Senior Member of Staff Responsible - Headteacher

Appendix 1 DES Action Plan

Outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of disabled people consulted.

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
Parents on Governing Body	Actively encourage all groups of parents to volunteer.	Full and representative complement of parent Governors	July 2025	Headteacher/ Chair
Gather information on the achievement of groups of pupils.	Use of SIMs to produce and interrogate data.	Data produced to support achievement by all.	July 2025	headteacher/LB
Policy review	Assess and prioritise the impact, or likely impact, of all existing and new policies and practices on people from minority groups	Policies reflect the needs of the whole school community	July 2025	Headteacher All staff as appropriate