

SCALFORD CHURCH OF ENGLAND PRIMARY SCHOOL
DISABILITY AND EQUALITY POLICY AND STATEMENT



Please also refer to Safeguarding, Whistleblowing, Behaviour, Anti-Bullying policies

Headteacher Signature:

M. A. Wang

Written 2012 and reviewed: Date: September 2014

Approved By Governors: 2012

Chair of Governors Signature: Elizabeth Bryan

To be reviewed: September 2016 or in respect of Government guidance

SCALFORD CHURCH OF ENGLAND PRIMARY SCHOOL **EQUALITY STATEMENT**

Legal Duties

As a school we welcome our duties under the Equality Act 2010 / Single Equality Act (SEA). The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

And we have added:

- Socio-economic deprivation

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general Duties such as:

- Prepare and publish equality objectives

As a school, we monitor our Equalities practices and procedures through the collection of data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Hate related incidents

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Vision

Achievement for all by building confident, knowledgeable and happy individuals.

Addressing Hate Related Incidents

This school is opposed to all forms of hate and we recognise that children and young people who experience any form of hate related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of hate in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility: how we eliminate discrimination and other conduct which is prohibited by the Act.

As a matter of course, Salford Church of England Primary School staff are reminded about the compliance and importance of the Equality Act and ensure that all work undertaken complies and promotes equality of access and participation for all.

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governors	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report hate and prejudice related incidents.
Teaching Staff	To support the Head as above Ensure fair treatment and access to services and opportunities. Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report hate related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report hate related incidents
School Community	Responsibility
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Wider community members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality objectives by publishing them on the School website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

We will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall School Improvement Plan and therefore will be reviewed as part of this process. Our Equalities Statement will be reviewed every year.

LIST OF SCALFORD POLICIES WHICH DEMONSTRATE COMPLIANCE WITH SEA AND RELEVANT LINKS IN ITALICS;

NB; *all aspects of Equality covered* refers to disability, race, gender, anti-homophobic, faith, cultural

Document Name - Management and Finance

[Capability procedures \(teaching and non-teaching staff\)](#) – *all aspects of Equality covered*

[Leave of Absence Policy](#) *all aspects of Equality covered*

[Contenance Policy](#) – *disability*

[Safeguarding Policy](#) *all aspects of Equality covered*

[Admissions Policy](#) *all aspects of Equality covered*

[Risk Assessment](#) – *disability*

[Asthma Policy](#) – *disability*

[Policy Statement](#) *all aspects of Equality covered*

[Food Statement / Food Policy](#) – *disability*

[Statement of Aims](#) - *all aspects of Equality covered*

[Complaints Procedure](#) - *all aspects of Equality covered*

[Payment for music lessons](#) - *all aspects of Equality covered*

[Care and Control and Physical Restraint of Pupils Policy](#) – *disability*

[Safer recruitment and selection](#) *all aspects of Equality covered*

[Charging for School Activities](#) *all aspects of Equality covered*

[Maternity Provisions Policy](#) *all aspects of Equality covered*

[Disciplinary Procedures](#) *all aspects of Equality covered*

[Disability Equality Scheme](#) – **disability**

[Revised Job Evaluation appeal Procedure](#) **all aspects of Equality covered**

[Gender Equality Scheme](#) - **gender**

[Inclusion Policy](#) **all aspects of Equality covered**

[Physical examination in first-aid guidelines](#) - **disability**

[Management of attendance procedures](#) **all aspects of Equality covered**

[Restructuring and Redundancy Policy](#)- **all aspects of Equality covered**

Document Name – Curriculum / Other

All aspects of Equality covered unless specified;

ENGLISH

MATHS

[SCIENCE](#)

INFORMATION COMMUNICATIONS TECHNOLOGY -

DESIGN TECHNOLOGY

HISTORY

GEOGRAPHY

MUSIC

ART

P.E.

CITIZENSHIP

R.E.

THE ARTS

LIBRARY POLICY

MFL (French) POLICY

E-SAFETY

COMMUNITY COHESION

BEHAVIOUR & DISCIPLINE

MARKING

MONITORING & EVALUATION

ASSESSMENT RECORDING & REPORTING

EQUAL OPPORTUNITIES STATEMENT

SEN

SEX EDUCATION including PSHE

HOMEWORK

DRUGS

CURRICULUM POLICY STATEMENT
CAREERS
MORE AND VERY ABLE
COLLECTIVE WORSHIP
HOME SCHOOL AGREEMENT
EARLY YEARS POLICY
SPIRITUAL, MORAL, SOCIAL & CULTURAL EDn
GOVERNORS VISITS
RACE EQUALITY and ANTI-RACIST – **race, faith and cultural**
ANTI-BULLYING
EMOTIONAL WELL-BEING
Other documents(non-governor)
School Profile
School Development Plan
Prospectus

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Our policies and procedures outlines above articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example our Anti-bullying policy outlines measures to approach homophobic bullying and our charging policy outlines how financially disadvantaged families can be assisted with payments etc.)

Examples of Good Practice already in place that demonstrate compliance with the general duty across the functions of the School

- We consult with parents via a questionnaires.
- We record and report any incidents of identity-based bullying. Follow-up with education work and support work, including families
- Children receive assemblies, lessons and general talks about hate crimes and celebrating differences
- Children with special educational needs and / or disabilities are well supported in the School and in conjunction with external agencies.
- Children with additional needs make good progress due to the additional support that we provide for them.
- We invite visitors e.g. religions into school to talk to children about their beliefs and practices.
- We have developed an international link in our curriculum to enable children to develop a global perspective.
- All teachers are aware of FSM children in their class and ensure they make good progress.

Below are our targets for gender, race and disability schedules for targeted work / Equalities objectives throughout Salford.

Teaching and Learning Objectives linking to SEA

Action	By whom	By when	Expected Outcomes
To ensure that lessons provide opportunities for all pupils to achieve	MW and all staff	Ongoing	Lesson monitoring shows that lessons are pitched appropriately in all classes. Ensure progress is at least Good for ALL learners in lessons.
To ensure lessons address a variety of learning styles and are differentiated appropriately.	MW and all staff	On going	Lesson monitoring shows children are given a range of opportunities to learn, develop and progress.

Cultural and Race Equality

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> Ensure tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation – where appropriate 	MW	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage
<ul style="list-style-type: none"> Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people 	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions 	All staff Monitored by RE coord in scrutiny of work / pupil interviews	Ongoing	Ensure children continue to develop their understanding of all cultures and religions
<ul style="list-style-type: none"> Continue to develop links with schools from 	All staff	Ongoing – review in	Ensure children continue to develop their

different countries / cultures	Community cohesion coord	June 2012	understanding of all cultures and religions
<ul style="list-style-type: none"> Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary. 	All staff	Ongoing- review September 2012	Continued excellent levels of racial tolerance and understanding (to at least maintain racist incidents as 2 in 2011/12)
<ul style="list-style-type: none"> To conduct pupil interviews relating to cultural awareness 	RE. PSHE and Community cohesion Coords	To be conducted and reviewed by June 2013	To continue to monitor the level of cultural awareness

Gender Equality

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> Continuation of tracking both genders in all aspects of their achievement and attendance 	MW	Ongoing	<p>Ensure provision and achievement for all groups is at expected or beyond standard.</p> <p>Ensure attendance of both genders is monitored and is equal to or above whole school percentage</p>
<ul style="list-style-type: none"> Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people 	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> Continue to ensure subjects which are traditionally 'boy' or 'girl' related (eg aspects of PE) are equally accessible and promoted to both genders Continue to monitor extra-curriculum participation is representative of both genders. 	Monitored by all staff – specifics include having a girls football team and ensuring both genders are involved in teams such as	Ongoing	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.

	netball etc.		
<ul style="list-style-type: none"> Continue to monitor all sexist incidents and report any incidents to the LA and governing body as necessary. 	All staff	Ongoing- review September 2012	Continued excellent levels of gender tolerance and understanding

Disability Equality

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance 	MW and Subject Leaders	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels.
<ul style="list-style-type: none"> Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people 	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> Continue to ensure subjects (eg aspects of PE) are equally accessible and promoted to all regardless of any disabilities Continue to monitor extra-curriculum participation is representative of all abilities. 	Monitored by all staff –	Ongoing	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
<ul style="list-style-type: none"> Continue to monitor all incidents relating to persecution and report any incidents to the LA and governing body as necessary. 	All staff	Ongoing- review September 2012	Continued excellent levels of disability inclusion awareness
<ul style="list-style-type: none"> Continue to ensure persons with any disability are portrayed in a positive light throughout the school 	MW / All Staff	Ongoing	Displays and work in school portray persons with disabilities in a positive light

<ul style="list-style-type: none"> Where possible, continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability 	MW / Governing Body	Ongoing	Health and safety governor annual inspection / School survey conducted by LA
<ul style="list-style-type: none"> To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken. 	MW / relevant staff	By July 2013	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.

As is highlighted above, our data tracking and target setting ensures that all 'groups' (eg gender, free-school meals, race etc) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group' (for example, one-to-one tuition is currently being provided to FSM children to assist in narrowing the gap).

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it;

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, RE, PSHE, SEAL work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.

Evidence (2013-2014)

- No racist incidents;
- Very Low numbers of reported bullying incidents;
- No sexist or homophobic reported incidents;
- No reported incidents relating to disability discrimination;