



WHOLE SCHOOL DISABILITY EQUALITY POLICY AND ACTION PLAN

NAME OF SETTING: CROMWELL JI (NC)

Period covered by plan (3 years): from: July 2012-July 2015

INTRODUCTION

The Equality Act 2010 sets out clear responsibilities of the governing body and all staff members.

It is unlawful to discriminate against, harass or victimise a pupil or a potential pupil

- in relation to admissions

-in the way it provides education for pupils

-in the way it provides pupils access to any benefit, facility or service

-or by excluding a pupil or subjecting them to any other detriment

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their

-sex

-race

-disability

-religion or belief

-sexual orientation

DEVELOPMENT OF THE EQUALITY POLICY AND ACTION PLAN

The development of the Action Plan at Cromwell school and the actions within have been done with the input of all stakeholders through feedback from staff meetings, parent and pupil surveys and consultation with governors .

AIMS OF THE POLICY

- To eliminate discrimination, harassment and victimization
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

VISION AND VALUES

Our Vision

“If children are happy they will achieve”

We seek to educate the whole child, paying particular attention to children’s emotional and intellectual well-being

Cromwell Primary school is committed to providing an appropriate and high quality education to all of our pupils. We believe that all children regardless of gender, those identified with having additional needs, disabilities, English as a second language and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

- We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- Cromwell school is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners.
- We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability.

How We will meet the aims of this policy

Learning and Teaching

- Use data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender, and disability and address any gaps
- Take account of the achievement of all pupils when planning lessons and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school population and local community in terms of race, gender and disability
- Provide opportunities for pupils to appreciate their own cultures and celebrate the diversity of other cultures
- Seek to involve parents in all aspects of their education
- Including teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Admissions and Exclusions

- Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors
- Any exclusions will always be based on the Behaviour and exclusions policies. We will closely monitor any exclusions to ensure that there is no adverse impact and ensure that any discrepancies are identified and dealt with

Equal Opportunities for Staff

- At Cromwell school we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law

Employer Duties

- As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce

Our duties

- We recognise and accept our duties as set out in the 2010 Equality Act. We have sought to involve the whole school community in the process in order to ensure better outcomes for all.
- We will ensure that we identify opportunities for promoting our vision and our duties on equality legislation across all aspects of school life

Roles and Responsibilities

The role of governors:

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs on race, gender, disability, or sexual orientation
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability or sexual orientation
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the head teacher

- It is the head teacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes the respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- The head teacher ensures the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

The role of the senior leadership team will:

- Have responsibility for supporting other staff in implementing this policy.
- Provide a lead in the dissemination of information relating to the policy.
- With the head teacher, provide advice and support in dealing with any incidents or issues that may arise
- Assist in implementing reviews of this policy as detailed in the School Development Plan.

The role of all staff: teaching and non-teaching:

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.
- Teachers support the work of ancillary of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Our parents/carers will:

- Be involved in the continued development of the policy.
- Have access to the policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the policy.
- Be informed to attend any relevant meetings and activities related to the policy.
- Be informed of any incident related to this policy which could directly affect their child.

Our Children will:

- Be consulted and involved in the continued development of the policy through pupil questionnaires, pupil conferencing (both formal and

informal) and by discussions with their school council rep who will feedback to SLT.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the continued development of the policy.
- Be encouraged to support the policy.
- Be encouraged to attend any relevant meetings and activities related to the policy.

Publishing the plan

In order to meet the statutory requirement to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meeting and other communications.
- Make sure hard copies are available on request.
- Make available a translated version in the main language spoken by the community on request if possible.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

This policy will be monitored annually reviewed every four years as required under the statutory process.

JULY 2012