

Oakfield School

61. Single Equality Policy



To be Reviewed:	October 2020
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Context

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Oakfield School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors and visitors to Oakfield School.

Overall Aims and the Published Objective

We do not discriminate against anyone, be they staff, pupil, governor or parent/carer, on the grounds of ethnicity, religion, attainment, age, disability, gender, transgender, pregnancy, sexual orientation or background. We promote the principle of fairness and justice for all through the education that we provide in our school.

The school will publish an equality objective and review it at least every four years. This objective will ordinarily be part of the school improvement plan. The equality policy is published on the school website and is maintained annually following the annual review by stakeholders.

Part 1- Disability Equality

Introduction

At Oakfield School we are committed to our responsibilities to have due regard to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The Governor responsible for Disability Equality is the Chair of Governors.

Definition

A disabled person is defined as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include:

- discriminatory attitudes
- a lack of accessible information
- inaccessible environments
- services that have not been designed to take account of the needs of disabled people.

Specific Aims and Objectives

At Oakfield School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

Consultation

Responsibility for developing this scheme lies with the Headteacher, SENCO, and School Governors. As part of this ongoing process, liaison with any disabled members of the school community and their carers will be sought to inform the content of the scheme as they become part of the school community. Pupils and parents/carers will be involved through the IEP review system.

Reasonable Adjustments

We will make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents/carers. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- in the classroom
- in the school curriculum
- at all times and in all parts of the building.

And when:

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils.

Monitoring Effectiveness

At Oakfield School we will monitor the effectiveness of our disability equality systems through tracking the achievement of disabled pupils; through ensuring that all curriculum activities are inclusive; through the monitoring of the exclusion rate and mobility of disabled pupils; and through the monitoring of the employment of disabled staff following LA guidelines.

Disability Action Plan (Appendix 1)

At Oakfield School we produce an action plan every three years in consultation with any disabled members of the school community. The action plan will consider how we will improve curriculum access, physical access and the provision of information to disabled pupils.

Part 2- Racial Equality

Introduction

At Oakfield School we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy section helps to ensure that Oakfield promotes the individuality of all of our children, irrespective of ethnicity.

This policy section should be read in conjunction with other related school policies – *Anti-bullying, E-Safety, Safeguarding, Behaviour and SEN*.

Definition

The following definition of a racist incident is used by the LA for the purpose of recording and reporting:

A racist incident is any incident which is perceived to be racist by the victim or any other person

Examples of racial harassment can include:

- physical assault
- derogatory name calling, insults and racist jokes
- racist graffiti
- carrying or distributing racist material
- verbal and non-verbal abuse and threats
- incitement of others to behave in a racist manner
- refusal to cooperate with other people because of their colour, ethnicity or language
- written derogatory remarks
- accessing racist material on the internet
- attempts to recruit for racist organisations
- damage to property or theft.

Staff should be aware that racist incidents are not always accompanied by overt expressions of racial prejudice or intolerance and may take the form of ignoring, not allowing to join in and not sharing.

Specific Aims and Objectives

At Oakfield School we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- having consistent expectations of pupils and their learning
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning
- regular consultation with parents and carers and members of the local community, so that they are well informed of our policy and procedures
- making clear to our pupils what constitutes aggressive and racist behaviour
- identifying clear procedures for dealing quickly with incidents of racist behaviour
- making pupils and staff confident to challenge racist and aggressive behaviour.

Leadership and Management

The Governing Body:

- ensure that the school fulfils its legal responsibilities
- maintain an overview of implementation of the *Racial Equality* procedures and strategies
- designate a governor with responsibility for equalities issues. The designated governor is currently the deputy head teacher.

The Headteacher:

- ensures that the *Racial Equality* procedures and strategies are implemented
- ensures that all staff are aware of their responsibilities under the policy and that they receive appropriate training and support within the school's programme of CPD
- takes appropriate action in any cases of racial discrimination, and is responsible for the appropriate reporting of racist incidents.

All Staff:

- have a responsibility to comply with this policy section and to avoid any form of discrimination on racial grounds
- through teaching and other relations with pupils, parents, colleagues and the wider community, should promote race equality, good race relations and understanding of diversity
- should keep themselves up to date with race relations legislation by attending training and information events as necessary and available.

Procedures

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. All racist incidents are recorded and reported to the governing body, the local authority and to parents and carers, along with the action taken to deal with them.

Any adult witnessing a racist incident or being informed about a racist incident must follow the procedures below:

- stop any perceived incidents of racism immediately
- talk to the suspected victim and any witnesses
- identify the instigator of the racism and talk about what has happened to discover why they became involved. Make it clear that racism is not tolerated at Oakfield School
- ensure a clear account of the incident is recorded and given to a member of the SLT and class teacher. This must be passed to the Headteacher or the Deputy Headteacher immediately;

The following measures will then be taken as soon as possible:

- an interview of all concerned will be undertaken and the incident formally recorded following LA guidelines
- parents and carers of the victim(s) and the person(s) involved in the racism will be informed
- a meeting between the victim and the individual accused of the racist incident will take place under the guidance of a senior teacher. The purpose of this meeting will be to reinforce, through discussion, the harm racist remarks and incidents do, and what can be done to mend the harm suffered
- punitive measures in line with the school's behaviour policy will be actioned
- involvement of outside agencies, such as the White House Unit, counselling services etc as necessary
- in extreme cases, fixed or permanent exclusion.

Part 3 – Promoting Equality of Opportunity

Introduction

At Oakfield School we are committed to the principles of equality of opportunity for all those involved in our school community as outlined at the start of this document.

Discrimination is illegal under the terms of the *Equal Pay Act 1970*, *Sex Discrimination Act 1975* and *Race Relations Act 1976*.

This policy section should be read in conjunction with other related school policies – *Anti-bullying*, *Safeguarding*.

Definition

Equal opportunities can be defined as '*the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions*'.

Overt discrimination can take place in any institutional organisation. Covert discrimination is much more difficult to identify and to address. It relates to the assumptions, beliefs and values acquired over a long period of time, which affect people's instinctive responses. It may be shown in the attitudes of governors, teachers, parents and carers and other adults and pupils towards themselves and towards each other.

Specific Aims and Objectives

- At Oakfield School we aim to promote the principles of fairness and justice for all. Through positive educational experiences and through support for everybody's individuality, we aim to promote positive social attitudes and respect for everyone. We do this through:
- ensuring that all pupils and staff have equal access to the full range of educational opportunities provided by the school
- constantly striving to remove any forms of discrimination that may form barriers to learning
- ensuring that all recruitment, employment, promotion and training systems are fair to all
- challenging stereotyping and prejudice whenever it occurs
- celebrating any cultural diversity in our community and showing respect for all minority groups
- raising in all our staff the awareness of the forms in which discrimination may occur and by making clear the reasons for its unacceptability. We will disseminate relevant literature, produce guidelines for good practice and arrange in-service training as appropriate
- ensuring that the school's curriculum provides opportunities for learning about other cultures
- ensuring that all teaching and learning is personalised to the needs of each individual child.

Leadership and Management

The Governing Body:

- does all it can to ensure that all members of the school community are treated fairly and with equality
- welcomes all applications to join the school, whatever background or circumstances a child may have
- ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The Headteacher:

- ensures the implementation of the school’s *Promoting Equality of Opportunity* procedures and strategies
- ensures that all staff are aware of the *Promoting Equality of Opportunity* procedures and strategies and that staff follow this policy section in all situations
- ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life
- treats all incidents of unfair treatment which fall under this policy section with due seriousness, recording all incidents that occur.

All Staff:

- ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child
- pay due regard to the sensitivities of all children, striving to be positive role models that give positive images of ethnic minorities and which challenge stereotypical images of minority groups
- challenge any incidents of prejudice or racism, ensuring that a clear account of the incident is recorded and given to the Headteacher or the Deputy Headteacher immediately. The appropriate measures as outlined in the *Strategies* section of the *Anti-bullying Policy* will then be followed.

Monitoring, Evaluation and Review

This policy was developed and approved by the governing body during the summer term 2012. The school will review this policy every two years and assess its implementation and effectiveness. However the strategies and procedures identified in this policy will be reviewed continually and changes made if appropriate. The policy will be promoted and implemented throughout the school.

This Policy was reviewed September 2017.

Signed:

Lee Morfitt (Chair of Governors)

Appendix 1
Disability Action Plan (2013-2014)

Issue/ Area	Comments/ Action Required
General access to the Curriculum	<p>To regularly review classrooms to ensure that they are optimally organised for disabled pupils.</p> <p>To continue to encourage all pupils to take an active part in music, drama and physical activities.</p> <p>To ensure that staff recognise the requirement for and allow additional time that is required for some disabled children.</p> <p>To provide access to computer technology appropriate for students with disabilities.</p> <p>To continue to remove all barriers to learning and participation.</p> <p>To continue to make school visits accessible to all pupils irrespective of attainment or impairment.</p>
Behaviour and Exclusions	<p>To continue to differentiate and monitor the Behaviour Policy with reasonable adjustments for disabled pupils.</p>
Teaching and Learning	<p>To have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.(TDA Core standard C10).</p> <p>To make effective personalised provision for those they teach, including those who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p>
Curriculum – developing positive attitudes	<p>To promote disability equality and awareness through PSHE syllabus and school council.</p>
Data collection, monitoring and assessment	<p>To continue to track and analyse the performance of all children throughout the school, including those with disabilities.</p>
Are emergency and evacuation systems set up to inform ALL pupils	<p><i>Alarm systems require visual element for the hearing impaired.</i></p>

Engaging disabled pupils, staff, parents and local community	<p>To ensure that disabled pupils have a voice through the school council and that they are given positions of responsibility.</p> <p><i>To ensure that all forms etc are available in a range of formats.</i></p> <p><i>To identify providers of translation services.</i></p>
Employing, promoting and training disabled staff	<p>To continue to monitor the number of staff who count as disabled people under the DDA 2005.</p> <p>To continue to provide reasonable adjustments for disabled staff.</p>
Lunchtime or after school clubs and trips	<p>To ensure that all pupils, parents/carers or staff can participate in activities.</p>
Medical and personal care needs.	<p>To consult with disabled pupils and their parents to ensure the best possible care.</p>
Admissions, Transitions	<p>To continue to provide induction and timely support to pupils, parents and staff.</p> <p>To enquire at admission or transition if pupils have additional needs.</p>