

Disability Equality Scheme 2010-2011
Incorporating Racial Equality



"A Christian community where commitment to educational excellence changes lives"

Reviewed May 2009 by the Teaching Staff and members of the governing body.

To be reviewed every 3 years

Introduction

Duties under Part 5A of the Disability Discrimination Act state that the governing body is required to:

- Promote equality of opportunity for disabled people. This includes pupils, staff, parents, carers and other people who use the school, or may wish to in the future
- Prepare and publish a **disability equality scheme** to show how they plan to meet these duties

This **disability equality scheme** and the accompanying **disability action plan** sets out how the governing body will promote equality of opportunity for disabled people at Moordown St Johns.

As part of their duties in Part 4 of the Disability Discrimination Act the governing body is required to plan to increase access to education for disabled pupils in the following three ways:

1. To increase the extent to which disabled pupils can participate in all areas of the school **curriculum**
2. To improve the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. To improve the delivery of **written information** provided for pupils who are not disabled, for those pupils who are disabled

In addition to these three duties this scheme will incorporate the school's plans to increase **physical access** to education for disabled pupils.

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, whether they have a disability or not. The school will ensure that disabled people are not treated less favourably in any procedures, practices and service deliveries.

This school will not tolerate harassment of disabled people.

This school will not discriminate against disabled pupils. A school discriminates if it treats a disabled pupil less favourably than another pupil for a reason related to their disability and without justification. Or if it fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This part of the duty is known as the 'reasonable adjustments' duty.

School Aims

S U C C E S S

S – skills requires for a life full of learning and healthy relationships

U – understanding and application of their knowledge

C – creativity to respond to problems and express themselves

C – curiosity to explore, investigate and understand the world

E – enjoyment of life and of learning

S – spirituality where faith is nourished, respected, challenged and lived

S – security in themselves and who they are and in their working environment

Racial Equality Policy

Aims

The Race Relations (Amendment) Act 2000 places a general duty on schools to promote racial equality. As a school we aim to promote racial equality, promote good race relations and eliminate unlawful racial discrimination.

We aim to be an inclusive school providing equal opportunities for all pupils and staff. We aim to encourage, support and enable all pupils and staff to reach their full potential and become responsible members of the community.

Definition of Racism

The accepted definition of a racist incident, following the “Macpherson Report”, is:

“any incident which is perceived to be racist by the victim or any other person.”

We acknowledge that racism exists in society and are committed to working towards its elimination by preparing students for a life in a multi-ethnic society. To this end our pupils must be educated to understand that racism is unacceptable and will not be tolerated, and create an environment in which they are confident and which is free from racism, stereotyping and racist bullying.

We aim to tackle racial discrimination and promote race equality and good relations across all areas of school activity including:

- By presenting positive images of a wide range of cultures throughout the curriculum and in school assemblies
- Teaching and Learning (including language and cultural needs)
- Progress, attainment and assessment
- Admissions
- Attendance, behaviour, discipline and exclusions
- Pupil’s personal development and pastoral care
- Staff recruitment and professional development
- Membership of the governing body
- Partnerships with parents and communities

Responsibilities

The responsibility for implementing the policy falls into the following categories:

- The Governing body are responsible for ensuring that the school complies with race relations legislation and that the policy and its related procedures and strategies are implemented.
 - The Head teacher is responsible for implementing the policy, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking any action in any cases of racial discrimination.
 - An Appointed Governor must take specific responsibility for co-ordinating racial equality work and/or dealing with reported incidents of racism or racial harassment.
 - A senior member of staff must lead on the development of the policy, be responsible for monitoring the impact of the policy against other school policies and review the policy itself.
 - All staff are responsible for dealing with racist incidents, knowing how to identify and challenge racial bias and stereotyping, promoting racial equality and race relations, and keeping up to date with race equality legislation and research through training and development.
 - Visitors to the school must be aware of, and comply with, the race equality policy.
- Breaches of the policy

The following action will be taken if people (pupils, staff or others) do not comply with the policy:

The school follows the LA recommended guidelines and disciplinary measures.

- All incidents of racism and racial harassment by pupils, staff or others in the school will be investigated by the Head teacher.
- Once reported, immediate discussions will take place with pastoral staff and the incident will be recorded and a copy held with the head teacher.
- Incidents will be investigated and if the allegations of racism are corroborated appropriate sanctions should be put in place.
- Appropriate sanctions will be applied to Pupils in line with the school's Behaviour Shaping policy and may lead to short or permanent exclusion where considered necessary.
- The confidentiality of witnesses will be respected.
- All confirmed racial incidents will be reported to Governors and reported to the LA through the racial incidents reporting facility on the LA's VLE.

Policy Review

The school will continually assess and monitor the impact of the policy on pupils, parents and staff from minority ethnic groups. We will review how we promote an understanding of cultural diversity and the impact of racism.

Methods of review include:

- Building racial equality questions into the school's self-review and evaluation process.
- Monitoring the attainment and progress of pupils by racial group, setting targets where there are disparities.
- Making the results of assessments and monitoring available to the school community, without identifying individuals.
- Including race equality issues and targets in all relevant strategic plans.
- The member of staff responsible for the policy will monitor it on an annual basis and report back to governors.

Race Equality Action Plan

| <u>Element</u> | <u>Action</u> | <u>Responsibility & Time scale</u> | <u>Success criteria</u> |
|---|---|---|--|
| Use opportunities within the curriculum to promote positive attitudes towards cultural and ethnic diversity | Regularly monitor the curriculum to ensure these learning opportunities are in place <ul style="list-style-type: none"> • Plan assemblies to promote respect for diversity and challenge negative stereotyping • Monitor all learning resources to ensure that they do not reinforce negative stereotypes | SLT ongoing | Appropriate learning opportunities experienced by the children <ul style="list-style-type: none"> • Assemblies held • Learning resources all checked and appropriate |
| Monitor all aspects of school life to ensure that there is no cultural bias or other such barrier to learning and take action should any be found | <ul style="list-style-type: none"> • Check all assessment activities are not culturally biased and amend them as necessary • Ensure all children have equality of opportunity including any for whom English is an additional language • Monitor teaching styles and expectations give equal entitlement to success • Ensure that children with English as an additional language are supported appropriately and not treated as having a learning difficulty | SLT ongoing | All children have equality of opportunity and experience <ul style="list-style-type: none"> • Learning and Teaching monitored and appropriate actions taken as necessary • Children with English as an additional language receive appropriate input |
| Monitor the progress of all children from ethnic minorities to enable their success | Track children's progress to ensure that they are achieving in line with their capabilities <ul style="list-style-type: none"> • Record and monitor all pupil exclusions according to ethnicity • Monitor pupil groupings to ensure they do not disadvantage pupils of ethnic minority background | SLT ongoing | Tracking monitors all groups and appropriate action is taken as necessary |
| Deal effectively with any racist incidents which arise | To deal with any incident according to the School's Policy for Race Equality <ul style="list-style-type: none"> • Listen to and monitor the views and experiences of ethnic minority pupils to evaluate the effectiveness of our policies and procedures | SLT ongoing | Any case of discrimination is dealt with appropriately in accordance with School policy <ul style="list-style-type: none"> • Stakeholders views are taken into account by the School when formulating policy |

Promoting the Policy

The school will make available and promote the policy to the whole school community - including pupils and staff. Parents will be made aware of the aims of the policy through the school brochure.

Training and Development

The staff development programme will consider the training and support needed by staff and governors to enable them to implement the race equality policy.

The Definition of 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 paragraph 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act to include:

- People with cancer, or surviving cancer
- People with HIV and Multiple Sclerosis from the point of diagnosis
- People with a mental impairment (the need for it to be clinically well recognised has been removed)

The school adopts the *social model* of disability (also adopted by Bournemouth Borough Council) and recognises that disability is caused by the physical, environmental and attitudinal barriers, which exist in society as a whole.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

The school also recognises that social, educational and behavioural difficulties are part of this definition.

The School's Strategic Priorities

The school's improvement priorities are detailed each year in the school improvement plan and the **disability equality scheme** has been drawn up with reference to this plan.

The school's improvement plan is written in consultation with staff, parents, pupils, the school's improvement partner, the governors and, where appropriate, local authority advisors.

Both the school improvement plan and the **disability equality scheme** contribute to the overall improved performance for all pupils.

Strengths of the School

- Positive ethos and general caring atmosphere of the school
- Ongoing INSET and training for all staff
- Performance management for all staff
- Playzone scheme
- IEPs
- Classroom environments
- Dyslexia friendly project
- Use of the Inclusion Development Programme for training
- Disabled toilet and shower
- Outside agency involvement and feedback
- Level access to the school
- Fully accessible swimming pool and changing facilities

Areas for Development

- Update of the school entrance hall – to consider door width, automation of the door, lowering of the counter to speak to receptionist and positioning of the door mat (due to be completed Feb 2010)
- Awareness of who has a disability within our whole school community
- Non written access to school information
- Induction loop in the hall (complete 2009)
- Accessible toilet – to include lowering of the alarm cord, lowering of the light switch and improving the colour contrast, consideration of nappy changing facilities for a growing child
- Review of window coverings throughout the school

Areas for Continual Improvement

- Personalisation of learning- see domain plans for curriculum (DHT)

The General Duty (as laid out in the DDA 2005)

We will actively seek to:

- promote equality of opportunity between disabled people and others
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

How the school will meet the General Duty & Specific Duty

The production of this **disability equality scheme** and the accompanying **disability action plan** provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

Involvement of Disabled People in Developing the Scheme

In order to involve disabled people in the development of our disability action plan we plan to:

- Survey children, staff, governors and parents to ascertain their views and 'wants'
- Collect information about the people that visit our school by asking them to complete a questionnaire. This is to ensure the views of all stake holders are taken into account
- Form a focus group from these surveys and meet formally on a regular basis
- Information on the website
- Meet as a focus group and formulate an action plan
- Implement changes outlined in the action plan
- Evaluate changes through the focus group

Information and Evidence

Pupil Achievement

The school population will be surveyed and the information analysed for those who meet the criteria laid down previously in this document. Information will then be collated on these pupils eg progress and attainment data, participation in clubs and groups, positions of responsibility and feedback from staff about behaviour, anxiety, social integration and ways in which the child could be included more readily in school life.

Learning Opportunities

All pupils are included in all school activities. Fieldwork and educational visits are subject to reasonable adjustments for individual children once risk assessments have been carried out.

All children are encouraged to develop an awareness of their own potential and an appreciation of their own boundaries.

The school offers work experience placements to children in secondary schools and are willing to take reasonable adjustments to accommodate children with a disability.

Admissions, Transitions, Exclusions

The school follows an admissions policy, which is in line with government guidelines.

The school has a phase leader tasked with transition and the inclusion leader is also responsible for transition arrangements for children with disabilities.

Exclusions are rare at our school because of our proactive work with children with behavioural difficulties and our links with outside agencies and support services. Data will be analysed to look for any discrepancies in the use of exclusions.

Social Relationships

Any positions of responsibility are open to all pupils. The achievement of these will be monitored every year. Records of children's jobs are kept.

Employing, promoting and training disabled staff

All staff will be asked to fill in a questionnaire as part of the collation of information process. They will also be given a definition of disability.

Opportunities for training and personal development are made available to all staff through performance management arrangements. Promotion and training opportunities are informally monitored to ensure equal development opportunities.

Information on other disabled people using the school

Questionnaires will be sent out to all parents and will be available in the school office for visitors to the school.

Impact Assessment

All policies will be monitored regularly and disability practises and procedures will be looked at specifically. Specific policies will be prioritised – Inclusion, SEN, Gifted and Talented, Behaviour Shaping and Teaching and Learning.

The focus group will also be tasked with reviewing school policies. In addition to general reviews different types of disability will be considered independently - for example policies will be scrutinised to look at implications for children with dyslexia and then for children with ASD etc.

Subject leaders are responsible for the monitoring the impact of their subject policies. They will need to take time to analyse them from the perspective of disability, race and gender discrimination. Support will be given to staff to do this in the form of a set of guidelines.

Reviewing/Monitoring

In general it is the governing body of the school that is the responsible body for the monitoring of the **disability equality scheme**.

The first year of the **disability equality scheme** will involve a great deal of information gathering and targets being drawn up. The **disability equality scheme** and **disability action plan** must be reviewed and publicly commented upon each year and revised at least every three years. Time will be given at the Annual Inclusion Development meeting to do this.

The school will report annually on their accessibility plans and on the **disability equality scheme** in the school prospectus and on the school web site.

Review Date

Senior Member of Staff Responsible

Governor Responsible

March 2012

Emma Martin

Simon Cull

| Year One: March 2009 – March 2010 | | | | |
|--|--|--|---|--|
| | Strategy | Success criteria | Time scale | Responsible person |
| Physical access | <ul style="list-style-type: none"> Making the accessible toilet in the entrance hall more accessible Reviewing all window coverings to ensure consistency and suitability | <ul style="list-style-type: none"> Accessible toilet is completely accessible and disabled friendly incorporating access for nappy changing facilities for an older child All children will be able to see | <ul style="list-style-type: none"> Between April and July 2009 June 2009 | <ul style="list-style-type: none"> Emma Martin with support from Peter Herbert Emma Martin |
| Pupils | <ul style="list-style-type: none"> Dyslexia training for all staff Training on making IEP targets SMART Questionnaires sent out to all children with a definition of disability and letter of explanation To establish a register of disabled children | <ul style="list-style-type: none"> All classrooms are deemed dyslexia friendly through a classroom checklist All staff have had access to training on making IEP targets SMART. IEP targets are all SMART Data to analyse A target group of children will have been identified | <ul style="list-style-type: none"> From March – Dec 2009 By July 2009 By July 2009 By July 2009 | <ul style="list-style-type: none"> Emma Martin Emma Martin Emma Martin Emma Martin |
| Staff and governors | <ul style="list-style-type: none"> Questionnaires sent out to all staff and governors with a definition of disability and letter of explanation To establish a register of disabled staff and governors | <ul style="list-style-type: none"> Data to analyse A target group of staff and governors will have been identified | <ul style="list-style-type: none"> By May 2009 By July 2009 | <ul style="list-style-type: none"> Emma Martin Emma Martin |
| Parents and visitors | <ul style="list-style-type: none"> Questionnaires sent out to all parents and visitors with a definition of disability and letter of explanation To establish a register of disabled parents and regular visitors | <ul style="list-style-type: none"> Data to analyse A target group of parents and visitors will have been identified | <ul style="list-style-type: none"> By May 2009 By July 2009 | <ul style="list-style-type: none"> Emma Martin Emma Martin |
| Written information | <ul style="list-style-type: none"> Updated policies according to list of reviews due | <ul style="list-style-type: none"> All school policies will not discriminate against any children | <ul style="list-style-type: none"> By July 2009 | <ul style="list-style-type: none"> Emma Martin and Gina Angiolini |

| Year Two: March 2010 – March 2011 | | | | |
|--|--|---|--|---|
| | Strategy | Success criteria | Time scale | Responsible person |
| Physical access | <ul style="list-style-type: none"> Review of the entrance hall to ensure complete accessibility | <ul style="list-style-type: none"> Entrance hall will be fully accessible to all disabled children, staff, parents and other visitors | <ul style="list-style-type: none"> Between April and July 2010 | <ul style="list-style-type: none"> Emma Martin with the support of Peter Herbert |
| Pupils | <ul style="list-style-type: none"> Review of clubs, exclusions and responsibilities to ensure equality of opportunity for all Focus group set up | <ul style="list-style-type: none"> That disabled children will not be over or under represented in these areas of school life Disabled pupils will have a voice | <ul style="list-style-type: none"> September 2010 September 2010 | <ul style="list-style-type: none"> Emma Martin and school council Emma Martin |
| Staff | <ul style="list-style-type: none"> Focus group set up – maybe joint with other group or may be separate | <ul style="list-style-type: none"> Disabled staff will have a voice | <ul style="list-style-type: none"> January 2011 | <ul style="list-style-type: none"> Emma Martin |
| Parents | <ul style="list-style-type: none"> Focus group set up | <ul style="list-style-type: none"> Disabled parents and visitors will have a voice | <ul style="list-style-type: none"> January 2011 | <ul style="list-style-type: none"> Emma Martin |
| Written information | <ul style="list-style-type: none"> Updated policies according to list of reviews due Audit all written material sent out from school to ensure it does not discriminate against any disabled group | <ul style="list-style-type: none"> All school policies will not discriminate against any children There will be access to all written information | <ul style="list-style-type: none"> By July 2010 By July 2010 | <ul style="list-style-type: none"> Emma Martin and Gina Angiolini Emma Martin and focus group |

| Year Three: March 2011 – March 2012 | | | | |
|--|---|---|--|--|
| | Strategy | Success criteria | Time scale | Responsible person |
| Physical access | <ul style="list-style-type: none"> • Induction loop made available in the hall | <ul style="list-style-type: none"> • All HI people who use our hall will be able to hear | <ul style="list-style-type: none"> • April 2011 | <ul style="list-style-type: none"> • Emma Martin |
| Pupils | <ul style="list-style-type: none"> • Review and audit of all risk assessment taken out in school to ensure no discrimination because of disability | <ul style="list-style-type: none"> • No disabled children will be discriminated against in off site activities | <ul style="list-style-type: none"> • June 2011 | <ul style="list-style-type: none"> • Risk ass. coordinator |
| Staff | | | | |
| Parents | | | | |
| Written information | <ul style="list-style-type: none"> • Updated policies according to list of reviews due | <ul style="list-style-type: none"> • All school policies will not discriminate against any children | <ul style="list-style-type: none"> • By July 2011 | <ul style="list-style-type: none"> • Emma Martin and Gina Angiolini |

