



Name of Policy	Single Equality Policy (+Accessibility Plan)
Date last reviewed	January 2016
Date to be reviewed	January 2019
Governor Committee	Standards committee
Key Member of staff	Headteacher
Statutory	Yes

## **Introduction**

This Equality Policy sets out the Duxford C of E Community Primary's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This Equality Policy statement sets out:

- Aims and values
- The school's context
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body. The policy was approved at the January 2016 meeting of the Governing Body.

The implementation of this policy is the joint responsibility of the Headteacher, all of the teaching staff, the Governors and the Local Authority.

## **Statement of Values and Aims of Policy**

Equality of opportunity at Duxford Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the core values expressed in the school's Aims and Values

In Duxford C of E Community Primary School we value

Learning  
Openness and honesty  
Good relationships  
Spiritual growth  
Partnership and participation  
Patience and determination  
Enthusiasm and excellence  
Tolerance and respect  
A sense of humour

We aim to create a supportive Christian environment in which children flourish so that they learn about themselves and the world in which they live.

We equip children with values and knowledge, skills and attitudes to enable them to face the future with confidence and high expectations for their lives.

## **The School Context – What sort of school are we?**

Duxford is situated approximately 8 miles south of Cambridge. The school catchment includes the villages of Ickleton and Hinxton, and some new building development on the site of the old Duxford air base. Numbers on the roll fluctuate around 200. There is some mobility of families moving in and out of the school.

The ethnic composition of pupils and staff is mainly white European, with a small number of Eastern European, Black African, Asian and Traveller children. Duxford also has a history of a small number of ‘looked after’ children who attended the school.

The gender balance is slightly more boys than girls in each year group. The school is in a good position to accommodate pupils with mobility difficulties. The socio-economic background of pupils is very mixed.

## **Our approach to promoting equality**

The overall objective of the school’s Equality and Community Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality and Community Cohesion Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Equality at Duxford C of E Community Primary School is based on the core values.

Duxford is an inclusive school. We welcome staff, pupils and parents regardless of their gender, sexual orientation, disability, race, colour, religion or belief, nationality, ethnic or national origins. Any discrimination is unacceptable. This is in line with relevant, current legislation and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We strive to prepare pupils for a diverse society.

We are aware that prejudice and stereotyping is often caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

All pupils in the school are entitled to learning experiences which will enable them to achieve their potential and enrich their lives. The management and Governors of the school are committed to ensuring high expectations of staff and pupils and providing a high quality learning environment within the limits of available resources. We place a high value on diversity in the school and treat every member of the school as an individual. The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. The school encourages pupils to become responsible and independent while preparing them for their role in a wider social context. This policy supports and reflects the objectives of the LA document '*Equality and Community Cohesion in Cambridgeshire Schools*'.

Duxford C of E Community Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We have inclusive values which are shared between all staff, pupils and governors, in a secure, accepting, collaborative and stimulating environment. These are demonstrated in our relationships with parents/carers and the wider community. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

## **Race Equality**

We recognise our duties under the Race Relations (Amendment) Act 2000. We are committed to:

- promoting equality of opportunity
- promoting good relations between members of different racial, cultural and religious groups and communities
- eliminating unlawful discrimination

The school is opposed to all forms of racism, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers.

We have an internal reporting system to record and deal with racist and other prejudice-related incidents, and also report via the county RaID (Racist Incidents Database).

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Each policy will be screened for any potential adverse impact on particular groups.

Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress and to set targets. Any pattern of inequality we find is used to inform future planning so that we can eliminate any racial discrimination.

Within our regular review cycle, we assess the impact of all our policies and procedures to ensure they have no adverse effect on any particular groups and to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial and cultural groups.

Ethnic monitoring of pupil attainment, racist incidents, exclusions and other areas of school life identified in the School Development Plan will be shared with parents/carers, governors and staff on a regular basis if we can ensure that no published information will identify individuals.

We respect the religions and beliefs of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice. We will not discriminate against a person on the grounds of religion or belief with reference to recruitment, admissions, exclusions, access and participation.

We will admit pupils irrespective of their religion or belief and will treat pupils equally irrespective of their own or their parents'/guardians'/carers' religion or belief. This also applies to access to benefits, facilities or services. In addition, pupils will not be excluded from school or subjected to any detriment on the basis of their (or their parents') religion or belief.

## **Disability Equality**

**Part 1 of the Disability Discrimination Act (DDA) 1995** defines a disabled person as someone who has, *'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.'*

- Physical impairment includes sensory impairments
- 'Mental impairments' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'Substantial' means more than minor or trivial
- 'Long term' is a period longer than (or likely to be longer than) 12 months.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The definition is broad and may include hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD).

People with cancer, multiple sclerosis, HIV infection, or a severe disfigurement are automatically covered by the definition.

There is significant overlap in school between those who count as disabled and those with Special Educational Needs (SEND). Not all disabled children have SEND (e.g. asthma, heart problems, cancer etc.) and not all SEND children have a disability (e.g. some children with emotional or behavioural difficulties). A disabled child has SEND if they have a disability and need special educational provision to be made for them in order to be able to access the education.

Duxford C of E Community Primary School monitors its policies and practice to ensure no pupils or adults with disabilities are disadvantaged. Pupil progress, attainment, attendance and exclusions are monitored to spot any differentiated outcomes. The needs and the need for equality for all adults involved in the school are also taken into account.

### **Duxford C of E Community Primary School has due regard to the general duty of:**

- Promoting equality of opportunity between disabled persons and other persons
- Eliminating harassment of disabled persons that is related to their disability
- Eliminating discrimination that is unlawful under the Act
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

## **In order to meet the general duty Duxford C of E Community Primary School:**

- Have a Single Equality Action Plan to show how the school intends to fulfil its general and specific duties
- Have involved disabled people in the development of the scheme.
- Will implement the actions in the scheme within three years.
- Will report on the scheme annually.
- Will review and revise the scheme every three years.

## **Aim of the School's Policy and Accessibility Plan**

The aim of our school is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

## **Meeting Statutory Duties**

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

These measures are detailed in this scheme.

## **Staff Training**

The governing body will take steps to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the school are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

## **Less Favourable Treatment and Reasonable Adjustments**

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that it has taken all reasonable steps to avoid the disabled pupil being placed at a significant disadvantage. Careful consideration will be given to how participation can be best facilitated.

A number of factors may be part of this consideration including:

- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils
- the need to maintain academic, musical, sporting and other standards
- the financial resources available

## **Meeting the School's Anticipatory Duties**

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- Adapting the curriculum and school building appropriately to accommodate all needs and to ensure full accessibility and inclusion
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them
- ensure that staff are trained and briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We take reasonable steps to find out whether prospective or existing pupils have a disability. This includes:

- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents when they visit the school during the admissions process about the existence of a disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

## **Accessibility**

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced this scheme which shows how we propose to make our school buildings as accessible as possible, how we intend to improve access to a full, broad and balanced curriculum, and how we plan to make information normally provided by the school in writing, available to disabled pupils and parents / carers. The plan is available from the school office on request and is also displayed on the school website.

Our school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available for pupils and adults alike.
- Our action plan includes a training programme for staff on disability awareness.
- Schemes of work, medium and short term planning include references to children who are disabled, have SEND or both.

- We identify and monitor the performance of different groups of disabled pupils; and children with chronic medical conditions.
- Assessment procedures take into account the SEND Code of Practice; and the needs of EAL pupils
- We have procedures for involving all parents/carers in their children's learning and monitoring this involvement and the outcomes.
- Educational inclusion is an integral part of the school development plan, continuous professional development and governors meetings.
- We deploy resources to pupils with SEND or disability in line with expectations

### **Personnel Issues regarding employees**

Due regard is taken for the recruitment, development and retention of disabled employees and the opportunities of any employees or other adults when necessary. The governors have agreed an Equality of opportunity in employment policy.

The school will refer to and comply with the Disability Discrimination Act 1995.

### **Gender Equality**

The general duties as laid down in the Equality Act 2006 require the

Governing Body to:

- (a) to eliminate unlawful discrimination and harassment**
- (b) to promote equality of opportunity between men and women**

The duty also includes the need to consider actions to address the causes of any gender pay gap.

### **A cohesive community**

Our school serves a predominantly white British community with some black, white European and other minority ethnic groups. The community within Duxford C of E Community Primary is predominantly Christian. The school complies with the legislation in providing collective worship in a broadly Christian tradition. The school serves the wider geographical community through hosting events and offering facilities for community use.

We work with the locality team and other agencies such as health and social care with the aim of meeting the needs of families better by sharing information and strategies

Duxford CofE Community Primary works closely with the community through

- The Sunshine Room Committee which manages the purpose designed area owned by the school, which is used by the Duxford Pre-school and DX Club (after school club). These groups are managed by committees of parents.
- Friends of Duxford School which is an association of staff and parents who work together to enhance links between school and community. The group supports events within the school and organises social occasions outside school hours for children and parents.
- Working with the local church through assemblies and other church-led activities.

We work closely with Sawston Village College and its feeder Primary schools, as part of the wider geographical educational community.

The school prepares its pupils to become part of the local and wider community by providing a curriculum which does the following:

- ❑ Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- ❑ Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- ❑ Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally.

In order to achieve a cohesive community, we will need to continue to :

- ❑ Promote understanding and engagement between communities
- ❑ Encourage all children and families to feel part of the wider community
- ❑ Understand the needs and hopes of all our communities
- ❑ Tackle discrimination
- ❑ Increase life opportunities for all
- ❑ Ensure teaching and the curriculum explores and addresses issues of diversity

### **Roles and responsibilities**

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

### **We are committed to:**

- actively tackling racial discrimination, and promoting equal opportunities and good race relations
- promoting positive approaches to valuing and respecting diversity
- involving pupils, parents/carers, all staff, governors and the wider community in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
- monitoring teaching and curriculum development to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community
- encouraging and supporting all pupils and staff to achieve their best
- recognising and valuing the skills which the whole school community offers
- ensuring additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored

Our governors are responsible for:

- ❑ Making sure the school complies with all current equality legislation.
- ❑ Making sure this policy and its procedures are followed (reviewed annually)

The Headteacher is responsible for:

- ❑ Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- ❑ Making sure its procedures are followed, and reporting to governors' personnel committee
- ❑ Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- ❑ Making sure all staff know their responsibilities and receive training and support in carrying these out
- ❑ Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- ❑ Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- ❑ Reporting racist, sexist and homophobic incidents.
- ❑ Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
  
- ❑ Keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- ❑ Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor. Responsibilities include:

- ❑ Coordinating and monitoring work on equality issues
- ❑ Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- ❑ Monitoring the progress and attainment of vulnerable groups of pupils (e.g. black, minority ethnic, and Traveller pupils)
- ❑ Monitoring exclusions

### **Monitoring, reviewing, assessing impact**

This policy is supported by the school's disability and gender equality schemes and a race equality action plan.

The Single Equality Scheme runs for 3 years but is reviewed and reported upon annually to the governing body.

The School Development Plan ensures the SES forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

A named member of staff and a named governor responsible for equality will monitor specific outcomes.

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).

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## Appendix 1

### Supervision of children during lunchtime

In our school lunchtimes are supervised by teaching assistants. We do not distinguish lunchtime from other parts of the school day for the following reasons:

Teaching assistants are able to ensure consistency of behaviour management, applying rules and strategies used in the classroom and at other breaktimes.

Teaching assistants know the children well and are able to monitor situations with individual children or groups to ensure any known difficulties are observed and handled in exactly the same way as they are during the rest of the school day.

The children know the teaching assistants well and this consistency of care is particularly reassuring for the youngest children.

Teaching assistants are able to work with individual children who need special support and cover for each other readily in the event of absence.

Teaching assistants are able to work as a team without the need for a Midday Coordinator, reporting directly to the Key Stage leaders on any issues that arise and may need following up.

All teaching assistants are trained in first aid and are able to follow the school's procedures for dealing with injuries, accidents or where a child feels unwell.

Teaching assistants are able to run or assist with lunchtime clubs (e.g. home learning, chess, gardening) and having them employed as TAs between 12.00 and 1.00 allows flexibility for this through the school year.

Teaching assistants are able to encourage positive play amongst the children and lead games where children might otherwise be struggling to play constructively.

All teaching assistants work over lunchtime on a rota basis, taking their half hour for lunch between 12.00 and 1.30.

HLTAs who cover PPA are not required to supervise children at lunchtimes when they are preparing to deliver lessons.

