



# **Equality Policy**

***Oliver Goldsmith Primary***

***"Inspiring a love of learning."***

**Date Ratified: September 2019**

**Date to be reviewed: September 2020**



## 1. Aims

- At Oliver Goldsmith Primary School, we aim to give all the children every opportunity to develop their abilities to the full. In our happy and caring atmosphere, children will learn a range of knowledge, skills and develop an understanding of a range of subjects.
- The school provides a stimulating learning environment in which children can investigate, discover and create.
- We acknowledge and value the cultures and backgrounds of all the children whilst developing their appreciation of the wider world.
- At Oliver Goldsmith, we aim to ensure every child achieves his or her full potential, feels safe and happy at school and learns to love learning. This is created by fostering a strong partnership with our parents.
- The school wants all our pupils to become confident, independent life-long learners who are able to contribute to and benefit from the world they will enter as adults.
- The Equality Policy includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which may be discriminated against.
- We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.
- This policy is inclusive and takes account the views of pupils, staff, parents/carers, governors, community members and partner agencies.
- This policy should be read in conjunction with these other school policies/documents: Staff Handbook, Inclusion Policy, SEND Local Offer, Behaviour policy Home/School Agreement Child Protection and Safeguarding policy, Health and Safety related policies including Intimate Care Policy, First Aid, Medical Care Policy.

## 2. Vision and Values

- At Oliver Goldsmith, we pride ourselves on 'inspiring a love of learning'. We have a core set of values, ethos and approach to working with the pupils and families in our school community.
- Our vision at Oliver Goldsmith Primary School is to:
  - Create a learning environment that develops each child academically, socially, emotionally and physically within an inclusive, secure and happy setting.
  - Inspire a love of learning through a creative curriculum.
  - Create memorable moments for our children
- We are inspired to:
  - Care
  - Co-operate
  - Communicate
  - Create
  - Celebrate



We are committed to...	
<b>O</b>	Opportunity for all, supporting children with barriers to their learning or with EAL to ensure they reach their full potential.
<b>L</b>	Learners reaching high standards and making excellent progress from their starting points across the curriculum.
<b>I</b>	Investing in skills, understanding, knowledge and attitudes for a successful education and for a successful adult life.
<b>V</b>	Values which are based on tolerance, fairness, honesty, equality, sensitivity and understanding; and opposed to injustice, discrimination and inequality.
<b>E</b>	Encouraging respect and sensitivity towards the feelings, beliefs and rights of others.
<b>R</b>	Reaching out, working co-operatively with others and making a positive contribution to the school and wider community.
<b>G</b>	Growing successful partnerships with parents, children and others to provide the best educational experiences for pupils.
<b>O</b>	Open minds; encouraging lively and enquiring minds and the ability to think independently, to question, to seek information, to discuss rationally, to analyse and solve problems.
<b>L</b>	L earning about the world in which we live and developing our responsibility towards it as citizens of the world.
<b>D</b>	Developing the self-esteem, confidence, assertiveness, sense of value and a positive self-image in all our pupils.
<b>S</b>	Self-discipline and high standards of behaviour.
<b>M</b>	Making memorable moments for our children through enjoyment, motivation and active participation.
<b>I</b>	Independent and resilient learners, who are able to apply themselves to tasks, make decisions and take increased responsibility for their own learning.
<b>T</b>	Thriving spiritual, moral, social and cultural dimensions of our pupils' lives.
<b>H</b>	High quality teaching and learning with wide ranging opportunities across a creative and relevant curriculum.

### 3. Current Practice for Staff and Governors

- Information is collected on SEND about children and adults and analysed in September each year.
- The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.
- Achievement will be monitored by ensuring that the attainment and progress of each child with a SEND is monitored against the average progress and attainment of children in our school.
- If our assessment suggests that disability is affecting children’s progress, additional targets will be set and individual learning plans (ILPs) will be developed. These sometimes take the form of School Special Educational Needs Support Plans and statutory EHCPs.
- The career development, performance and well-being of disabled members of staff will be reviewed during the year as part of the annual Performance Management Cycle and more frequently if necessary.
- If disability is adversely affecting staff, reasonable steps will be taken to address the affects and support the members of staff.
- This will be demonstrated by:
  - The governing body will encourage and facilitate the inclusion of disabled adults in its main body and committees. They will consider any points of concern/enquiry in the AOB section of a Governing Body meeting and the appropriate committee will follow this up.
  - School events (open days, outings) will be fully inclusive. The school will ensure they make reasonable adjustments to ensure that events are inclusive.
- Bullying and harassment of disabled children and adults is monitored by:



- Recording of any incidents reported and dealing with any incidents reported swiftly.
- Reporting the findings to the governing body and incorporating action into the school improvement plan.
- Disability is portrayed positively in children's books, displays and discussions such as circle time and in adult learning activities.
- Annual events such as Anti Bullying week will be used to promote the rights of disabled people in displays, and within the curriculum.
- The environment is as accessible as possible to children and adults.
- Open days and other events that parents or carers attend held in an accessible part of school.
- The school's accessibility plan shows how improvements will be made to the environment.
- Information will be made available to adults in formats that are accessible if required. For example, a parent may request a personal appointment where the newsletter is read and discussed with them and/or read to them over the telephone.
- Elections for parent governors are open to candidates and voters who are disabled.

#### 4. The Disability Equality Duty (DED)

- The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.
- The DDA 2005 has also extended the definition of disability as follows:
  - People with HIV, multiple sclerosis and cancer (though not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
  - Section 18 has been amended so that 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 effect on his/her ability to carry out normal day-to-day activities.
- The Disability Discrimination Act 2005 places a general duty on schools and early years settings, to have due regard for the following when carrying out their functions:
  - Promoting equality of opportunity between disabled people and other people.
  - Eliminating discrimination that is unlawful under the DDA.
  - Eliminating harassment of disabled people that is related to their disability.
  - Promoting positive attitudes towards disabled people.
  - Encouraging participation in public life by disabled people.
  - Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

#### 5. Monitoring

- To meet the Disability Equality Duty, it is essential all aspects of the school are monitored to identify whether there is an adverse impact on children and adults with disabilities.
- The following will be monitored:
  - Achievement (attainment and progress) of children by disability (SEND).
  - Disabled staff (including numbers, type of disability and end of term evaluations etc.)



- Access of disabled adults to school.

#### 6. Contact with parents

- When providing newsletters and information for parents and carers, we will make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.
- This is achieved by newsletters and other correspondence to parents / carers being available through request audibly by telephone.
- Additionally, events for parents and carers such as open evenings, meetings with teachers, are held in accessible parts of the building. Where a parent/carer has a specific need and is not able to access the building, the school will try and meet the needs where possible (e.g. telephone/conference calls).

#### 7. Involvement and consultation

- It is a requirement that disabled pupils, staff and those using school services should be involved in the production of this policy.
- We have consulted with disabled children and adults in the development of our Disability Equality Scheme by:
  - The annual collection of data on disability and accessibility.
  - Including children in discussions about their individual and personal learning plans.
  - Enquiring about disability issues on admission of new pupils and their families.
  - Ensuring disabled families know they can request information at all times during the year, from the Headteacher, Deputy Headteacher and SENDCO to support their needs.

#### 8. Action Planning

- We have drawn up action plans that have improved accessibility for our stakeholders ensuring the requirements of the DDA 2005 are met.
- This action plan will:
  1. Promoting equality of opportunity between disabled people and other people by:
    - Increasing awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning and personal learning plans.
    - Facilitating access to the school by supporting parents of young disabled children e.g. meetings with the Headteacher/Deputy Head, SENDCO, and introduction to external support services other future projects and initiatives that are appropriate and would benefit families.
  2. Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by:
    - Monitoring incidents of harassment and bullying of disabled children, parents/carers and staff.
    - Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.



- Developing children’s circle time and story time to investigate and address issues relating to disability and bullying with all pupils.
  - Using the Jigsaw Scheme through the PSHE Curriculum as another vehicle for developing Equality and raising awareness about disability issues amongst our school community and in society.
3. Promoting positive attitudes towards disabled people by:
- Celebrating and highlighting key events such as Anti-bullying week
4. Ensuring that disabled children and adults are represented and encouraged to participate in school events, newsletters and our website.

Issue identified	Action to be taken	How will the impact be monitored?	How often will monitoring take place?	Who is responsible for implementing the action?
Ensure the school site is safe and accessible for all pupils and staff	Health & Safety Team to do safety checks with governors once a term	Report to Governing Body each term of any concerns, and agreements reached as how to address them.	Termly	HT, SLT, GB, H&S Reps
Accessibility around school	Any building works should take accessibility into account	Improved accessibility	Termly or as planned works demand.	HT, SLT, GB an Premises Committee
Promoting equality	Anti-bullying Week, Disability Awareness, Jigsaw Scheme	Pupil surveys, evidence of work	Termly	HT, SLT, SENDCo, Teachers, Staff
Ensure learning is accessible to all	Use suitable font size in texts for delivering lessons and on displays that is accessible.  To use overlays and coloured background that assist access for dyslexic learners and those with visual impairments.	Pupil surveys, evidence of work	Termly	HT, SLT, SENDCo, Teachers, Staff