

# **Castle Hill Primary School Disabilities and Equal Opportunities Policy**



Reviewed on: September 2021

Next Review date: September 2022

Reviewed by: Headteacher

Review frequency: Annually

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights respecting school.

Therefore in writing this policy, we relate to Articles 1,2,23,26,28,30.

This policy should be read alongside the Safeguarding and Equal Opportunities Policies. These are available on our website or from the School Office.

## 1.0 GENERAL INTRODUCTION

This policy statement outlines the commitment of the staff and Governors of Castle Hill Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

This policy statement reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussion within a working party made up of representatives of teaching and non-teaching staff, parents, governors and pupil representatives.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender (including Transgender)
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation.

In the context of the school we feel the most appropriate definition is that:

***“Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.”***

## **2.0 ETHOS AND ATMOSPHERE**

- At Castle Hill Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an ‘openness’ of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Although physical access to the school is difficult under normal circumstances vehicular access to the school can be easily arranged for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

## **3.0 LEARNING ENVIRONMENT**

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils’ learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.

- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **3.1 The Taught Curriculum**

- At Castle Hill Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2014.
- Our planning takes account of the differing needs of pupils and their progression.
- We have a commitment to evaluate our curricular outcomes each term. To ensure that what we have actually planned takes place. These evaluations are monitored by the SLT.

### **3.2 Resources and Materials**

The provision of good quality resources and materials within Castle Hill Primary School is a high priority. These resources should:

- reflect “the reality of an ethnically, culturally and sexually diverse society”
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

### **3.3 Language**

We recognise that it is important at Castle Hill Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

### **3.4 Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Castle Hill our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:

- Inviting guests from other cultures to share their experiences when it is an appropriate area of the curriculum e.g. Caribbean drummer of Caribbean storyteller.
- We work towards supporting children in schools in other countries.-Shoe Box Appeal, Vision Aid, Comic Relief, Red Nose Day.

We value these contacts greatly and actively pursue their development. We also wish to confirm our commitment to reach out to these other cultural groups within our immediate community and beyond.

### **3.5 Extra-curricular provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

### **3.6 Provision for Bilingual pupils**

We undertake at Castle Hill Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- those from refugee families
- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

## **4.0 STAFFING AND STAFF DEVELOPMENT**

- We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils access to a balance of male and female staff at both key stages

- We undertake to encourage the career development and aspirations of all individuals.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## **5.0 HARASSMENT AND BULLYING**

It is the duty of this school to challenge all types of discriminatory behaviour e.g. unwanted attentions (verbal or physical), and unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)

The school has a clear, agreed procedure for dealing with incidents such as these.

## **6.0 PARENTS AND THE WIDER COMMUNITY**

- We aim to work in partnership with parents to help all pupils to achieve their potential
- We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

## **7.0 MONITORING AND REVIEW**

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

The person on the staff responsible for co-ordinating the monitoring and evaluation for the policy is the Head Teacher. She will be responsible for:-

- Leading discussions in designated staff meeting which will include no-teaching staff, to discuss issues of equal opportunities within the school community.
- Monitor the following to enable the school community to focus upon.
- SAT's results – analysis of gender differences
- Leavers' destinations
- Participation in extra curricular activities
- Exclusions and truancy
- Continuous assessment of children's learning
- Racist and sexist incidents
- Results from screening for specific learning needs
- Attendance

## 8.0 LEGISLATION

We are bound by the legal requirements of the following legislation:

The Sex Discrimination Act 1995 ; Human Rights Act 1998

Civil Partnership Act 2004 ; Gender Recognition Act 2004

The Race Relations Amendment Act 2000 ; The Disability Discrimination Act 1995

The Disability Discrimination Act (Amendment) Regulations 2003

The Disability Discrimination Act 2005 ;

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005

The Special Educational Needs and Disability Act (SENDA) 2001

The Disability (Pensions) Regulations 2003 ;

The Disability Rights Commission Act 1999

The Education (Modification of Enactments Relating to Employment) Order 2003: SI 2003/1964

The Education Act 1996: Part IV ; The Employment Equality (Age) Regulations 2006

The Employment Equality (Sex Discrimination) Regulations 2005

The Employment Equality (Religion or Belief) Regulations 2003: SI 2003/1660

The Employment Equality (Sexual Orientation) Regulations 2003: SI 2003/1661

The Equality Act 2006