



Castle Hill Primary Disabilities & Equal Opportunities Policy

Last reviewed: July 2026

Reviewed by: Head Teacher

Review frequency: Annual

Approved by: Full Governing Body

Review next due: July 2027



*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. 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.

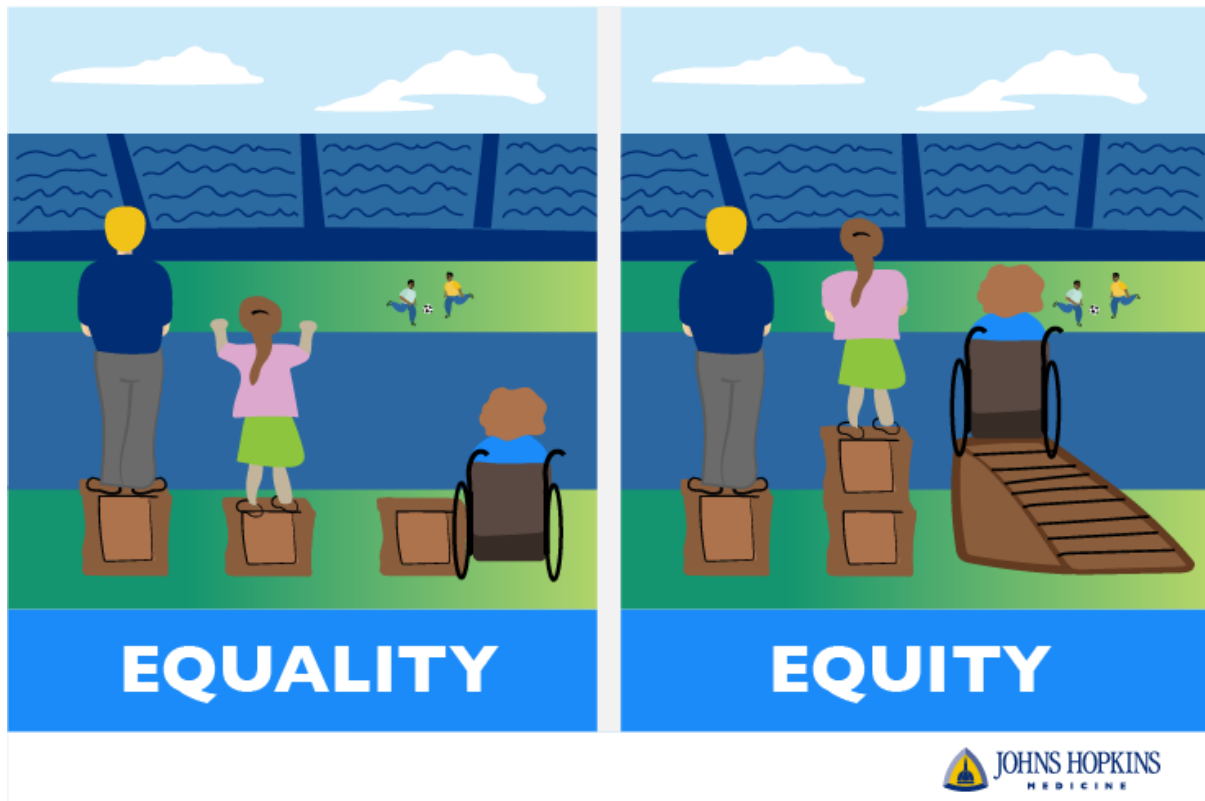
The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator.

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.”



Equality cannot exist without equity

2. 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. 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 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 and to ensure that what we have actually planned takes place. These evaluations are monitored by the SLT.
- Castle Hill Primary School follows a Jigsaw scheme for delivery of PSHE

3.2 Resources and Materials

The provision of good quality resources and materials within Castle Hill Primary School is a high priority and under regular review. 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

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, we have a growing diversity within our school environment. We strive to ensure that all cultures are represented within our school curriculum and resources.

3.5 Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age.

3.6 Provision for bilingual/EAL pupils

We undertake at Castle Hill Primary School to make appropriate provision for all. This may include resources such as AI assisted technology for translation purposes.

4. Staffing and staff development

- We recognise the need for positive role models and distribution of responsibility among staff.
- 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. 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. Parents and the wider community

We aim to work in partnership with parents to help all pupils to achieve their potential.

7. 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. They will be responsible for:-

- Leading discussions in designated staff meeting which will include non-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 different pupil groups
 - Leavers' destinations
 - Participation in extracurricular activities
 - Exclusions and truancy
 - Continuous assessment of children's learning
 - Racist and sexist incidents
 - Results from screening for specific learning needs
 - Attendance

8. 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
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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 2010