



**RYECROFT C. E. ( C ) MIDDLE SCHOOL**

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**POLICY STATEMENT**

# **Equality**

## **1. INTRODUCTION**

Staff and Governors at this school are committed to giving every member of the school community the opportunity to achieve to the highest standards.

## **2. PUBLIC SECTOR EQUALITY DUTY (PSED)**

The Public Sector Equality Duty came into force across Great Britain on 5<sup>th</sup> April 2011.

It means that public bodies have to consider all individuals when carrying out their day to day work – in shaping policy, in delivering services and in relations to their own employees.

This duty has three elements:

Schools need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

Having 'due regard' to the need to advance equality of opportunity is defined as the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low

Race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment are known as 'protected characteristics' (Equality Act 2010).

## **3. AIMS AND OBJECTIVES**

Our school aims to be an inclusive school. We are committed to promoting equality and good relationships. We will always tackle any discrimination quickly and firmly. We aim to make equality of opportunity a reality for our children and their families. We achieve this by recognising and paying attention to the different groups of learners within our school:

- Males and females
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with a disability
- Gifted and Talented learners
- Learners who are at risk of disaffection or exclusion

## **4. CURRICULUM**

We plan and deliver a curriculum which meets the needs of all learners through:

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- Setting suitable learning challenges
- Responding to the children's individual and diverse learning needs
- Providing support for pupils who find it difficult to access all areas of the curriculum.
- Providing challenge for pupils who are gifted and talented
- Recognising and addressing potential barriers to learning
- Providing additional curriculum opportunities outside the National Curriculum to meet the needs of learners (this may include speech and language therapy and physiotherapy).

We achieve educational inclusion by continually reviewing our provision and maintaining the wellbeing and progress of every pupil. This is done through our assessment system and related meetings with pupils. There are always opportunities for informal discussions regarding the provision for learners to ensure inclusion for all.

Teachers ensure that pupils:

- Feel secure and know that their contributions are welcomed and valued
- Appreciate and value the differences they see in others
- Are supported in learning to take responsibility for their own actions
- Are able to experience success in their learning
- Feel safe and confident to wear clothing that is appropriate to their religious beliefs
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Are encouraged, and are able, to participate fully in all areas of school life

## **5. DISABILITY**

Some learners have disabilities and may require additional support and resources in order to access the curriculum. Our Disability Equality Scheme gives details of how we are working to ensure that learners can access the curriculum and to improve the physical environment for members of the school community who are disabled.

**Area****Disability Discrimination Act****Focus****Disability Action Plan – September 2014 –September 2015**

| <b>Area</b>                         | <b>Action</b>   | <b>Who</b>                                       | <b>When</b> | <b>Success Criteria</b>  |
|-------------------------------------|---|--|-------------|--|
| <b>Pupil Achievement</b>            | Close monitoring of disabled pupils' achievement in termly test analysis and at Pupil Progress meetings and Annual review meetings.<br><br>Ensure that all teaching staff of disabled students are informed of the pupil's needs and that parents are informed of adjustments being made. | All class teachers, Headteacher, Assistant SENCo | Ongoing     | Disabled students achieving full potential<br><br>Intervention strategies as needed<br><br>Remedial actions are taken<br><br>Effective communication<br><br>Pupil and parent involvement |
| <b>Disability in the Curriculum</b> | Review current curriculum to ensure that pupils experience positive role models of disabled people  | Headteacher                                      | Ongoing     | Diversity of curriculum includes positive perceptions of disability as part of the school's active citizenship   |
| <b>Teaching and Learning</b>        | IEP delivery monitored and evaluated  | All class teachers, Headteacher, Assistant SENCo | Ongoing     | Appropriate provision in place   |
| <b>A voice for disabled pupils</b>  | Include disability issues in the School Council's agenda  | Headteacher/Assistant SENCo                      | Ongoing     | Pupils empowered in decisions about school life. All pupils aware of possible issues.  |
| <b>Removing Barriers</b>            | Improving the school environment to facilitate reasonable access<br><br>Identify areas to be improved with signage and investigate fitting of electric doors in key locations   | Headteacher/Governors                            | Ongoing     | Disabled access for all members of school community and visitors<br><br>Provision of disabled toilet<br><br>Access for all   |
| <b>Community Use</b>                | Ways to gather information on disabled parents and carers will be explored<br><br>All community use will take into account access for disabled people   | Headteacher/Governors                            | Ongoing     | Access to parents' evenings and school events will be provided<br><br>Disabled people are able to access community events taking place within school                                     |
| <b>Harassment and Bullying</b>      | Ensure that there is no harassment or bullying of disabled people that relates to their disability<br><br>Include in Anti-Bullying Policy   | Headteacher/Governors                            | Ongoing     | Respect and understanding towards disabled people across all areas of the school community   |
| <b>Disabled Staff</b>               | Adjustments as necessary will be made to allow disabled staff to pursue employment in line with LA guidelines<br><br>All job applicants will be   | Headteacher/Governors                            | Ongoing     | Accurate and confidential records, allow adjustments to be made and provide equality of opportunity within the application process   |

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|                         | treated equally<br><br>Keep confidential records of staff disclosures regarding disability<br><br>Annual DES consultation with staff      |                             |         | Necessary support and adjustments made where possible for staff<br><br>As above   |
| <b>Governance</b>       | The school will welcome disabled representation on the Governing Body<br><br>The annual review of the DES will include the Governing Body | Headteacher/Governors       | Ongoing | DES evaluation and priorities for development are shared with governors   |
| <b>Extra-Curricular</b> | Ensure that opportunities for disabled pupils to be involved in extra-curricular activities and clubs exist                               | Headteacher/Assistant SENCO | Ongoing | Disabled pupils are provided with opportunities to participate in extra-curricular activities where it is reasonable and practical to do so |

## **6.ROLES AND RESPONSIBILITIES**

### **Governing body:**

- Work with the Headteacher/SENCO to monitor inclusion and equal opportunities in school
- Review policy and practice in this area

### **Headteacher:**

- Work with the Senior Leadership Team to monitor inclusion and equal opportunities in school
- Keep records of incidents of bullying, racial or otherwise, and deal with these incidents quickly and firmly.

### **SENCO/Assistant SENCO:**

- Lead the staff to develop aspects of inclusion in the curriculum and monitor and evaluate the impact.
- Meet with parents of children with disabilities and/or special educational needs annually to discuss progress and plan for continual support.
- Keep records of groups requiring additional support (SEN register and provision mapping)
- Liaise with classroom staff to monitor and review progress and support for pupils requiring additional support

### **Teachers:**

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- Ensure all staff working within the classroom are aware of the individual needs of children
- Ensure all staff working in the classroom are aware of their roles and responsibilities in supporting children who may need additional support or resources to access the curriculum
- Keep up to date records of progress for all children

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Signed on behalf of the Governing Body:

Chair .....

Date .....

