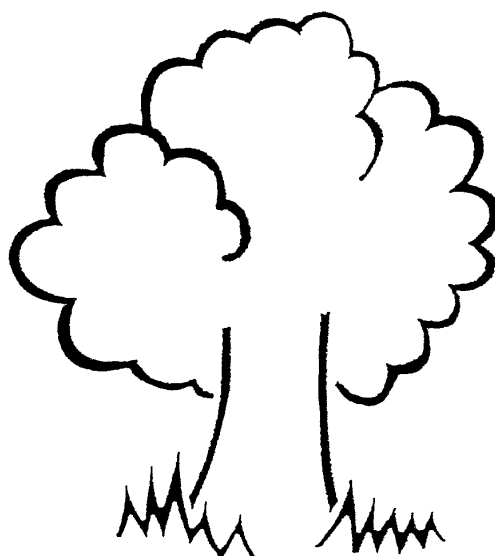


Disability Equality Scheme

2022

The Department for Education (DfE) has published non-statutory advice on how schools can fulfil their duties under the Equality Act 2010. The Act provides a single, consolidated source of discrimination law. It explains that on 1 October 2010 the Equality Act replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Paragraph 1.1 on page 7 states that the Act provides: a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

Banks Road Infant and Nursery School



BANKS ROAD INFANT AND NURSERY SCHOOL – Disability Equality Scheme
“A Home for Learning, Laughing, Caring and Trying”

Introduction

Banks Road Infant and Nursery School is committed to ensuring equal treatment of all its staff, children and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. This is a central element of our commitment to making sure that everyone involved in the life of the school feels fully included and valued, and has the opportunity to offer their best and achieve their potential.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Banks Road Infant and Nursery School recognises that ‘disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole’.

At Banks Road Infant and Nursery School our aim is to provide learning experiences of the highest quality. We want all children to become successful learners, make good progress and attain as highly as they are able, whilst fostering curiosity and enjoyment in the world around them, developing a sense of belonging within the school community and enhancing self-esteem and confidence.

WHAT DO WE UNDERSTAND BY ‘DISABILITY’?

‘Disability is a physical or mental impairment which has a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities’ (DDA 1995 Part 1 Para. 1.1).

Although Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act, we believe that the majority of such children’s needs are already well addressed through the school’s existing provision, and that they do not therefore fall within the scope of this Scheme. Behavioural difficulties arising from physical or mental impairments or from mental illness are included. In our school people with disabilities include:

- Children and adults with sensory impairment;
- Children and adults with mobility and/or coordination difficulties;
- Children and adults with chronic/long-term medical conditions (including serious allergies);
- Children and adults with communication disabilities (such as a lack of English);
- Children with specific diagnosed behavioural disorders.

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HOW WE WILL MEET THE GENERAL DUTY AND SPECIFIC DUTY

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school. We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons by ensuring that, where practical, any barriers to participation are removed and all have access to the same provision.
- Eliminate discrimination that is unlawful under the Act by ensuring that everyone has a clear understanding of the Act as it applies to our school and implements it fully.
- Eliminate harassment of disabled persons that is related to their disabilities by generating a culture that embraces disability, and by dealing promptly and decisively with such harassment when it arises.
- Promote positive attitudes towards disabled persons by creating an inclusive climate that celebrates the gifts and abilities of all, irrespective of disability.
- Encourage participation by disabled persons in school life by ensuring that, wherever possible, their disability is not an obstacle that inhibits their involvement in the daily events and activities of the school.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

GATHERING INFORMATION FROM DISABLED PUPILS, STAFF, PARENTS, CARERS AND PEOPLE FROM THE WIDER COMMUNITY USING THE SCHOOL

The school will seek to improve how we gather information from people with a disability by such methods as:

- Questionnaires
- Via the website
- Direct contact with those people who are known to have a disability.

To comply with the DDA (Disability Discrimination Act) requirements we will consider in particular

- The educational opportunities and achievements of pupils
- The recruitment, development and retention of disabled employees

Gathering information will be an on-going process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

USING THE INFORMATION TO PREPARE THE ACTION PLAN AND ASSESS THE IMPACT

The Accessibility Plan is reviewed at least every three years on the effectiveness of the actions taken. Where necessary new action points will be included on an ad hoc basis. Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disability will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

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LINKS BETWEEN SCHOOL POLICIES, THE ACCESSIBILITY PLAN AND THE DISABILITY EQUALITY SCHEME

This scheme should be read in conjunction with the School Accessibility Plan. It also relates closely to all other school policies through reference to the Equal Opportunities section in each.

ARRANGEMENTS FOR PUBLICATION

This document will be available for any interested party to view on the school website or in the School Office.

SCHOOL CONTEXT

Banks Road School serves the Nottinghamshire suburb of Toton.

In 2022/23 (as of January 2023 there are 148 children on roll and another 29 children in F1).

- The percentage of pupils eligible for Free School Meals (Ever 6 FSM%) is 10 = 6.8% compared to 23.0% nationally. The deprivation indicator is 0.04 compared to 0.21 nationally (2019).
- Banks Road has 12 of the 17 ethnic groups.
- Once children arrive at the school, they tend to stay for the whole of the Key Stage (currently approx. 94.6%)
- As of January we had 23 (13.9%) children with SEND
- 3 children have an EHCP plan
- 13.9% of our pupils are from minority ethnic groups compared to 30.9% nationally
- The school is staffed by 4 FTE teachers (including the headteacher), 8 PTE teachers supported by 1 FTE TAs, 7 PTE TAs, 1 School Business Manager, 1 Administrative staff, 7 midday staff and a caretaker. The caretaker is a male members of staff. Predominantly all of our staff are currently of white British heritage.
- The performance of children from other ethnic backgrounds, with English as an additional language and who have free school meals is consistently at least in line with other learners.

LEGAL DUTIES

- The Equality Act has replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act
- In England and Wales, the Act applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools
- Schools cannot unlawfully discriminate against people in relation to 'protected characteristics'
- Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty. They must also publish equality objectives
- Schools have a duty to make 'reasonable adjustments' for people with disabilities

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We welcome our duty to promote community cohesion.

We recognise that these four sets of duties are essential for reflecting international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity are embedded as far as is possible in all areas of the curriculum. Pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. in an age-appropriate way. Subject planning is kept under review by the subject leaders, who also audit and develop the resources available for that subject. We aim to ensure that resource materials reflect both the diversity of the school, the local community and wider society as a whole.

The progress of all children is tracked throughout the school and is used to inform planning for individuals and groups. A full summary analysis of achievement and attainment is compiled annually which is shared with staff and governors, highlighting the progress and attainment of not only the cohort, but also groups in terms of gender, ethnicity, EAL, FSM and SEN.

ETHOS AND ORGANISATION

We ensure that the principles of our Equality and Disability scheme apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- teaching styles and strategies
- inclusion
- admissions, induction and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

“Any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason” is categorised as a prejudice related incident.

Our school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties and our guiding principles:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities
- prejudices reflecting sexism and homophobia.

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We take our obligations to address prejudice seriously and follow agreed LA procedures for identifying, assessing, recording, reporting and dealing with prejudice-related incidents. Such incidents are also reported annually to the Governing Board. Staff receive refresher training at the beginning of each academic year.

ROLES AND RESPONSIBILITIES

The governing board is responsible for:

- ensuring that the school complies with all equality legislation
- that this policy and its related procedures and strategies are implemented.
- the member of the governing board with responsibility for monitoring the implementation of this policy is Sarah Williams(Inclusion).

The head teacher is responsible for:

- ensuring that the policy and its related procedures and strategies are implemented in the day to day running of the school
- ensuring that all staff are aware of their responsibilities under the policy
- ensuring that all staff receive appropriate training and support so that they can fulfil their responsibilities
- taking disciplinary action against staff or pupils who discriminate according to race, gender, ability or belief
- monitoring and reporting incidents of discrimination or harassment
- ensuring all visitors and contractors comply with the school's equality policies

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- report all such incidents to the head teacher
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- attend training as appropriate

Teaching staff are responsible for:

- ensuring that children from all groups within the school have full access to the curriculum
- promoting equality and diversity in their teaching

INFORMATION AND RESOURCES

This policy has been shared with all staff and governors. Relevant information is collated annually and reported to governors by the head teacher in her reports. Other stakeholders have access to this information via published governing board minutes which are displayed in school and on the school web-site.

STAFF DEVELOPMENT AND TRAINING

Training needs are identified through data, monitoring of day-to-day practice and staff performance reviews.

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All staff have received equality awareness training from the LA and this is refreshed in-house at the beginning of each school year, alongside the Child Protection, Teaching and Learning and Behaviour and Anti Bullying policies.

New staff and other trainee teachers who work in our school receive training as part of their induction.

BREACHES OF THE POLICY

Any breaches in the implementation of the policy identified by the school are dealt with according to the Nottinghamshire staff disciplinary procedures adopted by the governing board.

Complaints from parents are dealt with according to the published Complaints Procedure. This can be found on the school website.

MONITORING AND EVALUATION

The impact of the policy will be measured through the monitoring of curriculum planning, pupil progress tracking and end of year achievements and attainment of all pupils by the senior management team.

Data pertaining to all groups will be analysed and reported to the governing board both termly and annually.

All available information will also be evaluated against the school's stated equality objectives. Issues arising will be incorporated into the schools' annual Improvement Plan, CPD plan and staff appraisal objectives, if appropriate.

Parents and children will be consulted through school council meetings, questionnaires etc.

THE POLICY WILL BE REVIEWED ANNUALLY.

DATE OF REVIEW BY GOVERNING BOARD:

March 2016

March 2017

March 2018

March 2019

March 2020

March 2021

March 2022

March 2023

March 2024

This policy was reviewed and ratified by the P & P committee March 2023.

Signed: Chair of Governors _____

Date: _____