

**Byfield Primary School**  
**DISABILITY EQUALITIES SCHEME**  
**OVERVIEW**

This scheme reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, genderidentity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

**1 – Vision and Values: Byfield Primary School.**

**Our Ethos:**

*Byfield is a friendly school where everybody is caring and welcoming. We provide children with inspiring learning opportunities and ensure children are encouraged, supported and challenged so they develop a love of learning. At Byfield we believe that every child is entitled to become a confident, independent, well-rounded individual who is equipped with all the skills to lead a successful and rewarding life. Children at Byfield are confident to face challenges, believe in themselves and are proud of their achievements.*

**Our Values**

Our core values are everyone at Byfield is Caring, Determined, Responsible, Respectful, Fair and Courageous. These show the ways all stake holders behave towards others and towards their work. We believe in providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff. We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by: o creating effective learning environments; o securing their motivation and concentration; o providing equality of opportunity through teaching approaches; o using appropriate assessment approaches; o setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**OBJECTIVES**

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
  - To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
  - To eliminate any discrimination, harassment and victimisation. To ensure that no-one is

unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

- To recognize and celebrate diversity within our community whilst promoting community cohesion.

To ensure that this policy is applied to all we do

- To ensure that pupils and parents are fully involved in the provision made by the school.

- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

## **GOOD PRACTICE**

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

- We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

- We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

## **STRATEGIES**

Monitoring, evaluation and review carried out by the Headteacher and SENCO will ensure that:

- procedures and practices within the school reflect the objectives of this scheme.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this scheme.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this scheme.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

## **OUTCOMES**

- This scheme will play an important part in the educational development of individual
- pupils.
- It will ensure that all pupils are treated equally and as favourably as others.
- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

## **EQUALITY OBJECTIVE**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2016 – 2020

Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.

## **7. SCHEME REVIEW**

This will be reviewed every four years by the Head, Senco and SEN Governor and then agreed by the Governing body, as part of its monitoring cycle. Next review due June 2020.