Mesne Lea Primary School
Working together for individual excellence

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Policy & Scheme for the promotion of Equality and Diversity

Incorporating the school's policies on discrimination with regard to:

Race	**Disability**
Gender	**Age**
Religion or Belief	**Sexual orientation**
Disability Equality Scheme	**Gender Equality Scheme**

Equal Opportunities

Authorised by	Governing Body
Date of authorisation	July 2016
Review date Scheme review	July 2020
Equality Impact Assessed	Model Policies EIA by Salford LA

1. Background

1.1   As the demographics of Salford continue to change, schools have an important role to play in the promotion of equality and diversity and community cohesion both within the school and in the wider community.

We all have a duty to eliminate discrimination and to promote equality of opportunity to all those who work within our school environment – pupils, staff, parents, governors and all those who use school facilities.

1.2   Under equality and diversity legislation schools have responsibilities and duties relating to:

- Gender/ Gender Reassignment
- Sexual Orientation
- Race
- Religion or Belief
- Disability
- Age

1.3   Legislation relating to equality is contained in:

- The Race Relations (Amendment) Act 2000
- The Disability Discrimination Act 1995 (2005)
- The Gender Equality Duty 2006
- Age regulations 2006
- Age orientation regulations 2003 and then Access to goods, facilities and services.
- Equality Act (Sexual Orientation) Regulations 2007
- Religion and Belief regulations 2003 and then Access to goods, facilities and services.
- Equality Act (Religion and Belief) Regulations 2007.

1.4   The legislation outlines some key duties for schools around employment and pupils.

The governing body of a school must not discriminate against:

1. A child seeking admission to the school;
2. Existing pupils;
3. Job applicants;
4. Existing members of staff;
5. The provision of goods, facilities and services to the public.   .

1.5   **Some employment areas to consider**

- Recruitment
- Terms and conditions
- Promotion
- Transfers
- Dismissals
- Training
- Employment Practices

     • Disciplinary Procedures

1.6   **Some delivery areas to consider**

     • Admission

     • Treatment

     • Provision of classes

     • Different standards of behaviour

     • Dress and appearance

     • Exclusion

     • Benefits

     • Facilities

     • Services

1.7   To assist with the process of identifying and eliminating discrimination, the legislation requires the school to carry out Equaliy Impact Assessments (EIA). EIAs are an opportunity to see how existing policies and procedures work in practice, how they impact upon different groups and an opportunity to explore potential impacts for new policies, functions or services. Schools may not intentionally discriminate against particular groups but unless the impact of a policy, function or service is assessed the school will not know if unlawful discrimination is happening or not. EIAs help school leaders to understand if the school's services are accessible and identify potential barriers to services.

All Salford's Model Policies have been Equality impact assessed (confirmed Nov 2010)

For more information on EIA's see:

http://intranet.salford.gov.uk/childrensservices/services information/educ-strategy commiss/educ-partner partic diversitv/educ-cs diversitv/schoolsupport/eias.htm

1.9   Building on the existing equalities legislation, schools also have a duty to promote Community Cohesion. (Ofsted have been inspecting schools on the duty from September 2008).

There are three main themes to the Community Cohesion Duty: teaching, learning and curriculum; Equity and excellence; engagement and extended services

2. Definitions of Discrimination

2.1   Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- Direct discrimination: Direct discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

- Indirect discrimination: Occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is

unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

- Victimisation - Treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

- Harassment - Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

3.   Action the school will take - employment

3.1   Taken together, the collective effect of legislation relating to equality is that the school will not discriminate in the employment of staff on grounds of gender, transsexual status(1), race, disability, sexual orientation (2), religion or belief (3) or age(4). With regard to disability, the school will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

3.2 This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

(1) Including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment. (2) Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.

(3)There are some limited exceptions for staff in faith schools, guidance regarding which is available in the Governors' Guide to the Law (see annex B). Briefly at foundation and voluntary controlled schools with a religious character, the governing body may take into account any candidate's suitability and ability to preserve and develop the religious character of the school. At voluntary aided schools with a religious character, the governing body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school.

(4) In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

4.   Action the school will take – discrimination with regard to pupils

4.1   The school will not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

4.2   It is noted, though, that under legislation the school curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief. With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.   Schools must not discriminate on grounds of age in terms of employment of staff but age discrimination legislation does not apply to the treatment of pupils or the delivery of education.

5. Duty to promote

Race

5.1   The school will promote equality of opportunity and promote good relations between persons of a different race and nationality. This will be through a written race equality policy, which should identify action to be taken to tackle discrimination and to promote equality and good race relations across the whole area of school activity.

5.2   The school will assess and monitor the impact of policies on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups. Such steps as are reasonably practicable will be taken to publish annually the results of the monitoring. Ofsted will inspect and report on whether schools are meeting the general and specific duties.

5.3   The school will record racist incidents and report them to the local authority on a regular basis.

Disability

5.4   The school is under a duty, when carrying out its functions, to have regard to the need to:

    a.   Promote equality of opportunity between disabled and other people;

    b.   Eliminate discrimination and harassment; promote positive attitudes to disabled people;

    c.   Encourage participation by disabled people in public life; and

    d.   Take steps to meet disabled people's needs, even if this requires more favourable treatment.

5.5   Schools are also required to publish a disability equality scheme. The scheme is required to show how the school is meeting its general duty to promote disability equality across all of its areas of responsibility.

Gender (sex)

5.6   The schools has a general duty to promote equality of opportunity between men and women (including boys and girls) and a specific duty to publish a Gender Equality Scheme showing how the school intends to fulfill the general and specific duties. Schools must revise and review the plan every three years and report on progress annually.

5.7   There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff (see Section 3 on employment above).

6. Action the school will take – promotion and monitoring

6.1   As set out briefly above, schools are under a number of duties through legislation on equality to promote and monitor equality and discrimination, including gathering specified evidence and publishing plans. Taken together, the requirements are to:

    a.   Produce a written Race Equality Policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activities.

b.   Assess and monitor the impact of the Race Equality Policy on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually.

c.   Record racist incidents and report them to the local authority on a regular basis. Schools should contact their local authority for advice on the format, process and frequency of reporting that is required. Further guidance on this is available from the Department for Education and Skills.

d.   Publish a Disability Equality Scheme, showing how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

e.   Publish a Gender Equality Scheme showing how the school intends to fulfill its general and specific duties, such as setting out gender equality objectives. The School must revise and review its plan every three years and report on progress annually.

A   <u>The Race Equality Policy</u>

The school will:

- Promote good race relations, and provide adequate resources to carry out all requirements.
- Make sure pupils from all racial groups have equal opportunities to achieve their full educational potential.
- Acknowledge the ethnic, cultural and religious backgrounds of all pupils, and make sure these are reflected in the curriculum and in school activities generally.
- Equip pupils with the learning and skills to be full citizens in today's multi-ethnic society.
- Use the National Curriculum to promote good race relations through learning activities.
- Complement work done in the school to promote good race relations with outdoor learning activities in the local neighbourhood.
- Work in partnership with parents, other schools, community groups and local education authorities to promote good race relations.
- Follow the school's Community Cohesion policy.
- Deal effectively with any opposition or resentment from any racial groups.
- Communicate its vision on racial integration effectively to all staff (both teaching and non-teaching).
- Support and train staff in promoting good race relations.
- Monitor differences in areas such as academic performance or expulsions or suspensions, identify the reasons for such differences, and take remedial action.
- Take seriously tensions between pupils from different racial or ethnic backgrounds, or acknowledge racist incidents.
- Will not allow segregation of pupils by racial group to develop in the school.
- Will communicate effectively with parents, and strive to avoid any loss of confidence in the school among parents from certain racial groups.
- Make sure all staff are fully consulted on, and are involved in the development of, policies to promote equality of opportunity and good race relations.
- Record racist incidents and report them to the local authority on a regular basis.

Introduction

The amended Race Relations Act 1976 gives schools a statutory general duty to promote race equality. The aim of the duty is to:

● eliminate unlawful racial discrimination;

● promote equal opportunities; and
● promote good relations between people of different racial groups.

The Act also gives schools specific duties, to help them to meet the general duty. This includes a duty to prepare and maintain a written statement of the institution's race equality policy. This framework sets out the main parts of a race equality policy and the main race issues for other policies.

Background

The population of the area is predominantly White British. However, in recent times an increasing number of pupils have joined the school from a variety of ethnic backgrounds.

Aims and values

The aim of the school is to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations in all areas of school life, including:

● progress, attainment, and assessment;

● behaviour, discipline, and exclusion;

● pupils' personal development and pastoral care;

● teaching and learning;

● admission and attendance;

● the curriculum;

● staff recruitment and professional development; and

● partnerships with parents and guardians, and communities.

Leadership and management

Commitments

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and
- good race relations;
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and

- making sure the Race Equality Policy and its procedures are followed.

Responsibilities

Governing body

The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976;
- and making sure the race equality policy and its procedures are followed.

Headteacher

The headteacher is responsible for:

- making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- making sure the Race Equality Policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.
- coordinating work on race equality; and
- dealing with reports of racist incidents.

All staff

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

Visitors and contractors

Visitors and contractors are responsible for:

- knowing, and following the race equality policy.

Planning and developing policy

- Each committee will monitor and review on an annual basis how school activities and policies covered by that committee are meeting the school's aims and values on race equality;

- the Governing Body will ensure that equality targets are built into the school's wider strategic plans;
- the Governing Body will assess the effects of its Race Equality Policy, through consultation, and by using auditing tools and
- make any necessary changes to the policy.

Ethnic monitoring

- The Headteacher will collect ethnic data to monitor pupils' attainment and progress, and to set targets through the target-setting process;
- Ethnic data – for example on attainment, progress, exclusions, sanctions, and rewards – will inform planning and decision-making.

Publishing the results of monitoring

- Staff will be kept informed of the results of the monitoring through staff meetings and internal communications;
- Parents/carers will be informed of the Race Equality Policy - and any changes to it - through newsletters.
- Care will be taken to ensure that children cannot be identified in information that is made public.

Training and development

- The school will use training provided by the Local Authority to develop a training strategy for staff and governors;

Building race equality into other policies

To ensure that the school's policies and practices take race equality into account the Governing Body and appropriate committees will ensure that the following questions are asked during the course of the annual cycle of meetings:

Policies on attainment, progress and assessment

- How does the school make sure that it has equally high expectations of all pupils and is committed to encouraging and helping them to achieve the highest standards?
- How does it recognise and value different kinds of achievement?
- Does the school monitor pupils' attainments and progress by their racial group, and analyse the information to identify trends and any patterns of underachievement?

Policies on behaviour, discipline and exclusion

- How does the school make sure its procedures for disciplining pupils and managing behaviour are fair to pupils from all racial groups?
- Do staff use rewards and sanctions consistently?
- Does the school monitor exclusions to see if there are any patterns or trends?

- Do strategies for integrating long-term truants and excluded pupils in the school consider the needs of pupils from all racial groups?

Policies on attendance

- Does the school monitor school attendance by pupils' racial groups?

Policies on the curriculum

- How does the school plan the curriculum so that it includes the principle of race equality, and recognises and values diversity?
- How does it make sure that pupils get the opportunity to explore questions of identity, race equality, and racism?
- How does it monitor the curriculum and assess whether it helps all pupils to achieve their full potential?
- What does it do to give pupils the chance to experience other cultures?
- How do extra-curricular activities and events cater for the interests and abilities of all pupils, and take account of parents' and guardians' concerns about religion or culture?

Policies on personal development and pastoral care

- How does the school make sure that pastoral support takes account of religious and ethnic differences, and the experiences and needs of particular groups of pupils, such as Gypsy or Roma, Travellers of Irish extraction, refugees, and asylum seekers?
- What support does it give to victims of racism and racial harassment through the school or with help from outside agencies?

Policies on teaching and learning

- How do staff create an environment where all pupils can contribute fully and feel valued?
- How does teaching take account of pupils' cultural backgrounds, language needs, and different learning styles?
- How are different cultural traditions valued and made meaningful to pupils?
- Does the school help pupils to make connections with their own lives?
- How do teachers challenge stereotypes and give pupils the understanding they need to recognise prejudice and reject racial discrimination?

Policies on working with parents and guardians, and with communities

- What steps does the school take to encourage all parents and guardians to get involved in the school?
- How does it make sure that information and material for parents and guardians is written clearly and is available (where necessary) in languages other than English, and in special formats?

Policies on racial harassment, bullying, and school values

- How does the school publicly promote good personal and community relations, and what steps does it take to prevent racial discrimination?
- How does it record, investigate, and report racist incidents and racial harassment to the local authority?
- What training is given to staff to make sure they know how to deal firmly, consistently and effectively with racist incidents, racial harassment, and bullying?
- How does it make sure that pupils, parents, guardians, and staff know the procedures for dealing with racist incidents and racial harassment?
- How does it work with the local authority and others to tackle racism and racial harassment in the school and in the local area?

Policies on staff recruitment and professional development

- How does the school advertise posts, including posts for non-teaching staff? Are all posts open to the widest pool of applicants?
- How does it make sure that everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise?
- How does it make sure that recruitment and selection procedures follow good equal opportunities practice?
- How does it monitor applications for employment, training and promotion and staff in post?

Key performance outcomes

If Mesne Lea Primary School is to be an inclusive school, successful in raising the attainment of all pupils, then it needs to be successful in delivering race equality.

Delivering these key performance outcomes will help it to achieve that and to create a whole-school ethos where race equality is central to all that we do.

OUTCOME 1: Raising Attainment and Closing the Achievement Gap.

A school where there are high expectations of all pupils and pupils are supported to reach their potential. Pupils from all ethnic groups have high levels of attainment and rates of progress. Links to national targets to raise attainment at KS2.

OUTCOME 2 - Improvements in good race relations.

The school recognises and values diversity. All have a sense of belonging. There are few racist incidents and these are dealt with effectively: pupils from different ethnic backgrounds mix and get on well with each other. The school has positive relations with the wider

community – including different faith groups – and the community is actively involved in the life of the school.

Setting Targets – Tackling Racist Incidents

All racist incidents will be monitored and reported to the local authority. The school might set up a group including staff, a governor, pupils and parents, especially from those groups most likely to be affected by racist incidents, to assess how satisfied we are with the way racist incidents are tackled.

OUTCOME 3 – Improved Pupil Behaviour

Pupil behaviour and attendance is good with no notable difference between ethnic groups. The school does not exclude many pupils and there are no significant differences in rates of fixed-term or permanent exclusion between ethnic groups.

OUTCOME 4 – Parental and Community Involvement

Parents from all ethnic groups are actively involved in their children's learning and development, and local minority-ethnic communities and religious communities are actively involved in the school.

OUTCOME 5 - A diverse and representative workforce

People from minority ethnic groups are represented at all levels of the school workforce, and all staff have full access to opportunities for promotion and career development.

B   <u>The Disability Equality Scheme</u>

Summary of schools' duties under the Disability Discrimination Act
The Disability Discrimination Act applies, in particular, to three main school functions:
- to the school in its main function of providing education to pupils;
- to the school as an employer;
- to the school as a provider of services to parents and carers and the wider public.

The Disability Equality Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;

- take steps to meet disabled people's needs, even if this requires more favourable treatment.

What is a disability?

Is Tom disabled? Answering the four questions below illustrates what is considered a disability.

1. Does Tom have difficulty with any of the following 'normal day-to-day activities'?

- *Mobility*: getting to/from school, moving about the school and/or going on school visits?
- *Manual dexterity*: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?
- *Physical co-ordination*: washing or dressing, taking part in games and physical education?
- *Ability to lift, carry or otherwise move everyday objects*: carrying a full school bag or other fairly heavy items?
- *Continence*: going to the toilet or controlling the need to go to the toilet?
- *Speech*: communicating with others or understanding what others are saying; how he expresses himself orally or in writing?
- *Hearing*: hearing what people say in person or on a video, DVD, radio or tape recording?
- *Eyesight*: ability to see clearly (with spectacles/contact lenses where necessary), including visual presentations in the classroom?
- *Memory or ability to concentrate, learn or understand*: work in school including reading, writing, number work or understanding information?
- *Perception of the risk of physical danger*: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

Answer:

If the answer of 1 to 4 is yes, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

Accessibility Plan - Improving access for disabled pupils

There are more disabled pupils than you think: We appreciate that crucial to effective planning is a clear understanding of which pupils count as disabled, and which pupils who might be coming to the school will count as disabled. Most people are surprised to find out how many are included in the DDA definition (see above).

The school will consult pupils and parents (before a child who may be disabled starts at school if possible) to identify low cost or no cost solutions.

Where to go for support: The school will supplement and complement its own expertise, calling on support, if available from specialist advisory services, different sections of the local authority, other agencies, local and national voluntary organisations.

Nobody can do this on their own ... these duties need a school-wide response: We appreciate that it needs everyone to take the lead in respect of accessibility within their area of responsibility - access to the curriculum in the hands of those with curriculum responsibilities; access to the pastoral life of the school in the hands of those with pastoral responsibilities; and responsibility for overseeing the plan rests with the senior management team reporting to the governing body.

Differentiation takes time: If differentiation is to include those pupils who are working at significantly lower levels of the National Curriculum than their peers, a significant investment of time will be needed to adapt schemes of work. This work will be built into the school's curriculum development and its accessibility plan over time.

'Invest to save': We appreciate there is a strong case for investing in curriculum and professional development. This can improve access for disabled pupils and may make more effective use of learning support. We will continue our policy of having Special Educational Needs as a priority and giving all necessary support to the Special Educational Needs Coordinator.

The physical environment is not just about ramps and doorways: Improvements to the physical environment are about getting into and around the school, but they are about more than that: they are about all disabled pupils being able to use all the facilities of the school. It is as much about pupils with autistic spectrum disorders being able to use recreational spaces, or improvements to the acoustic environment, as it is about getting wheelchairs up a step and through the door. The school will support this concept.

Share where possible: We will share, where possible, good practice through clusters and networks. Sharing development work through clusters and networks can reduce the workload.

Piggy-back where possible: Where curriculum development is planned, we will include access considerations; where building works are planned, include access considerations; when ordering books, equipment or materials, include access considerations; where building works are planned, include access considerations; when increasing disabled access for disabled staff or members of the public under other parts of the DDA, include access considerations for pupils.

School improvement: Improved access should lead directly to improved outcomes for disabled pupils. The school's accessibility plan is therefore not just linked to the school improvement process; it is located firmly within it.

Developing the disability equality scheme

Key management considerations

Before starting work on its scheme, the school considered the following points:

Reasonable and practicable
The school is not required to do anything under its scheme that is unreasonable or impracticable. Its approach will vary according to a wide variety of factors, including:
- the size of the school;
- the size and make-up of the disabled population of pupils, staff and parents;
- the proximity of other schools and the potential for links with them;
- the school's building stock;
- the school's budget;
- how the Disability Discrimination Act duties interact with other statutory duties.

Working with the local authority

The school will need to work closely with the local authority where their responsibilities dovetail with each other and where there may be shared elements. Responsibilities under the DDA sit precisely with the body that has the responsibility for any particular function. So, for example, as the local authority has the responsibility for admissions, the local authority has responsibility for the DDA duties in relation to admissions; as the school has responsibility for the recruitment of staff, the school has responsibility for the DDA duties in relation to the recruitment of staff.

Details of the disability equality scheme

Introduction

Duties under Part 5A of the DDA require the governing body to:
- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the school will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

The main priorities of the scheme and the actions to be taken

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

The purpose and direction of the scheme

The purpose of the school's scheme is to show how the school is going to meet the duty to promote disability equality for disabled pupils, staff and parents. The overall vision reflects the six elements in the general duty.

As a starting point, the school will build on the values set out in the Accessibility Plan (see above):

- by broadening references to disabled pupils in the plan to include the wider range of people to whom the disability equality duty is owed i.e. to staff, parents, carers and others who use the school or may want to do so.

Involvement of disabled pupils, staff and parents

The school must involve in the development of its scheme disabled people who appear to the school to have an interest in the way it carries out its functions.

The school must include in its scheme a statement about how it has involved disabled people in the development of its scheme.

The school will attempt to ensure disabled pupils, staff and parents are involved in all stages of the development of the scheme: in identifying the priorities, how these priorities will be met in the action plans and how the school will assess its progress.

The school appreciates that involving disabled people is not only a requirement of the duty but brings real benefits in terms of:

- providing insights into the barriers faced by disabled pupils, staff and parents;
- expertise in identifying ways to overcome these barriers; and
- improving working relationships between schools and disabled pupils, staff and parents.

At the outset we may not be sure who our disabled pupils, staff and parents are. Over time the school will develop a clearer picture. Initially we will need to consider a range of approaches and may want to involve some or all of the following groups in the preparation of the school's scheme:

Disabled pupils
The school will establish the involvement of disabled pupils in developing the school Accessibility Plan and continue this as the Disability Scheme evolves.

Disabled staff
The school will attempt to involve disabled employees working at the school and attempt to draw on good practice elsewhere by involving those working at other local schools or for the local authority. We will offer exit interviews to all staff who leave, disabled and non-disabled. Such interviews might provide useful information for the school's scheme and might also offer some insight into factors affecting disclosure.

Disabled parents and other users of the school
The school wishes to involve disabled governors, disabled parents or other disabled family members and non-disabled parents of disabled children, disabled volunteers at the school, disabled members of the wider community such as local disability groups or disabled individuals using the school beyond the school day.

Communication
The involvement of disabled pupils, staff and parents should take account of their preferred means of communication.

A range of views
It will better inform the scheme if the school hears the views of a diverse group of disabled people, but it is unlikely that an individual school will hear the voice of representatives of all impairment groups. Even within an impairment group needs vary, for example: two people with a visual impairment may have widely differing needs; the needs of older people may differ from those of younger people. For this reason the school will try to involve disabled people who have a perspective that goes wider than the effects of their own impairment and who bring with them an understanding of the barriers that exist for groups of disabled pupils, staff and parents.

The school can decide on its most appropriate approach in the light of existing individuals and groups at the school and its links with others beyond the school. The school will find the involvement of disabled pupils, staff and parents easier where:
- it has already built a culture of listening to and respecting the views of pupils, staff, parents and others;
- it already involves pupils, staff and parents in identifying reasonable adjustments;
- it already involves disabled pupils in accessibility planning;
- it has good links with the local community and disability organisations.

Developing involvement

Most important is that the involvement is real, that the school hears the views of disabled pupils, staff and parents and develops its scheme in response to what it hears. However, getting the involvement right is not straightforward and it is likely that the school's first scheme will be developed in the light of the views that the school can hear more readily. Part of our action plan will therefore focus on developing the involvement of disabled pupils, staff and parents over the three years of the scheme. This way schools will learn what works and the involvement of disabled pupils, staff and parents should improve and deepen over time.

Information gathering

The school's scheme must set out:

- *its arrangements for gathering information on the effect of the school's policies on:*
   - *the recruitment, development and retention of disabled employees;*
   - *the educational opportunities available to and the achievements of disabled pupils.*

- *the arrangements for using information to support the review of the action plan and to inform subsequent schemes.*

We appreciate that the collection of information is crucial to supporting the school in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help the school to review its performance. Information needs to be detailed enough to enable the school to measure its delivery on disability equality, to assess the impact of the changes it has made and to help it identify which of its priorities have been achieved.

People connected with the school may not be aware of the breadth of the definition of disability and of the people who are likely to be included in the definition. Raising awareness of the definition and its breadth will be an important element in developing more accurate information over time.

Schools collect information about pupils with SEN. However, this may not include all the disabled pupils at the school, for example: there may be pupils who do not have SEN but have a medical condition, such as diabetes, severe asthma, epilepsy, chronic fatigue syndrome, or a mental health condition.

Encouraging disclosure

The primary reason for knowing who is disabled is to ensure that appropriate adjustments are made. Disabled people are not required to disclose a disability, though it is in their interests to do so if they need reasonable adjustments to be made for them. Disclosure needs to be approached in this light and not just as a consideration to be taken into account in information gathering. We appreciate that disabled pupils, staff and parents may not feel comfortable disclosing an impairment or health condition unless they know why the information is being requested, and what impact the

information gathering is likely to have for them. Some staff do not want others to know about their health condition.

There will also be some people who do not know that their impairment or health condition would meet the definition of disability in the DDA, for example: someone diagnosed with breast cancer may not realise that their impairment is covered by the DDA.

To overcome these barriers, the school will:

- provide simple information on the definition of disability in the DDA;
- be positive about the sort of adjustments that can be made and the benefits of these;
- explain why information is needed;
- reassure pupils, staff and parents about confidentiality; and
- ensure that the ethos of the school is conducive to disclosure: people will feel more comfortable about acknowledging an impairment or health condition if the circumstances in which they are asked about it encourage them to believe that the information they disclose will be handled sensitively and confidentially and used to improve opportunities and outcomes for them.

Recruitment, development and retention of disabled employees: Schools are specifically required to set out their arrangements for gathering information on the *'recruitment, development and retention of disabled employees;*
the arrangements for using information to support the review of the action plan and to inform subsequent schemes.'

It is important to remember that the duty applies to all those working at the school in whatever capacity and includes those who are working under a contract. Consequently the school will take full regard of the following points:

Working with the local authority

Different aspects of employment may be the responsibility of the school or the local authority. This will vary according to a number of factors:

- the status of the school, for example: whether the school is voluntary, community or an academy;
- the range of functions that is delegated to schools; and
- the extent to which the school buys back some functions from the local authority.

Whatever the arrangements, it is important we liaise with the local authority over the respective responsibilities of the school and the local authority. The local authority may have agreed policies with schools on phased return to work after illness, sick leave policies and monitoring. These may be relevant for disabled staff.

New staff

Where schools do not already gather information on disability, a good place to start is the collection of information through the recruitment process. It is important to remember that nothing requires an applicant to disclose a disability and the school needs to take account of the points made, above,

about disclosure. Where the local authority has a role in the recruitment process it is important to liaise with the authority over the collection of information.

Existing staff

Where existing staff are not asked for information on disability, the collection of this information will need to be discussed. As with new staff, the approach that the school takes will need to reflect the points made about encouraging disclosure. It may be that following discussion, a questionnaire is circulated in confidence to employees, at their home address.

Initially such information is likely to be incomplete and imperfect. Disabled staff may fear negative outcomes following disclosure and may fear that the data will not be held anonymously. This does not mean it should not be collected. The very collection of it is likely to lead to better information the next time it is collected.

As information on staff improves, it will be important to analyse the information in respect of the representation of disabled staff:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

Retaining staff

Schools should seek to retain disabled staff who wish to continue working for them. Gathering information on the representation of disabled people within the workforce should involve an analysis of whether the appropriate adjustments are being made and the support provided to enable disabled staff to return to work or continue in service where that is what the disabled member of staff wants to do.

"Becoming a disability friendly place to work and having a diverse workforce is likely to be associated with improved retention, more reliable information and can bring wider benefits to the school:

- *a wider field for recruitment;*

- *retaining the experience and skills of employees who become disabled during their working life and avoiding the costs of recruiting and training new people;*
- *developing in-house expertise about what disabled staff and/or pupils may require;*
- *providing role models for children and young people;*
- *bringing different life experiences and new skills to the school; and*
- *helping foster good relations with all employees by showing that everyone is valued and treated fairly."*

Adapted from Disability Rights Commission (2006)

Educational opportunities available to and the achievements of disabled pupils: Schools already hold significant information about their pupils. Using the information to inform the scheme is largely a matter of how the information is analysed and interrogated. This, however, needs to be informed by an understanding of which pupils may count as disabled.

The school's approach may differ for new pupils and for existing pupils. Where schools do not already gather information on disability through the admissions process, this is a good place to start. However, a number of factors can affect the response from parents:

- how parents are asked;
- how parents think the information will be used; and
- parents' understanding of what may amount to a disability. Because it is a wide definition of disability, it is advisable to ask a broadly cast question, for example, 'Does your child have any learning difficulty, medical condition or disability?'

Presence:

An analysis of the information might show:

- how many disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups who are not represented at the school

Participation:

The school might consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- disability issues are reflected in the curriculum;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;

- there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others;
- access to information is planned, with a range of different formats available for disabled pupils; and
- other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Careful consideration of these issues may indicate some clear priorities for the school's scheme. Other issues may need to be addressed more immediately by making 'reasonable adjustments' to school policies, practices and procedures, for example to the school's behaviour policy.

The achievements of disabled pupils

If disabled pupils are in the school and participating in every aspect of the life of the school: how well are they achieving? The schools will undertake a detailed analysis of outcome data for disabled pupils, including:

- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

Information on disabled parents, carers and others using the school: Schools are not required, under the specific duty, to gather information on other disabled people using their services, such as disabled parents and carers of children at the school, or disabled members of the community attending school events. However, the general duty still applies to these groups and, if schools are able to collect such information, they will be in a better position to show how they are promoting disability equality for disabled people using the school. The school will for example:

- ask about any disability or health condition in early communications with new parents and carers. It will be helpful if such communications emphasise the range of adjustments that can be made;
- for parents and carers of children already at the school, collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

The school will also consider how to encourage disclosure of a disability by parents, carers and others using the school. We will particularly want to emphasise the benefits and the support available.

CASE STUDY

A primary school added the following text to their first letter to new parents and carers:

> *Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font or Braille, providing a signer, explaining things over the phone, wheelchair access.*

Developing an information base: The development of a sound information base may take some time and may itself need to be a priority for the school's scheme. However, the scheme cannot be delayed until better information has been collected. It is important to develop the scheme on the basis of available information, even where this may be patchy, and draw on the involvement of disabled people to identify key areas where action is needed to deliver improved outcomes. Where appropriate, the school might supplement its information base by drawing on research to inform their priorities.

Impact assessment

The school must set out in its scheme its methods for assessing the impact of its current and proposed policies and practices on disability equality.

A disability equality impact assessment involves a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents. An impact assessment is usually carried out on a new policy as it is introduced.

The main mechanism by which the school will assess the impact of its current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that the school holds on the disabled pupils, staff and parents.

This will enable the school to make a judgement about the relevance and significance of policies to disability equality. This in turn will determine where the school needs to set its priorities and what changes are needed to improve equality of opportunity.

We will adopt a planned approach, over the lifetime of the scheme, to assessing the impact of our current policies on disability equality. As we develop our approach, assessing the impact of school

policies on disability equality will become part of the school's approach to the review and development of all policies. It is important that, as new policies are developed, their impact on disability equality is assessed from the outset.

Identifying the main priorities of the scheme and deciding our actions

Schools are required to set out in their scheme the steps they are going to take to meet the general duty.

The priorities for the school's scheme will be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

The scheme will incorporate:

- priorities for pupils identified under the Accessibility Plan;
- further priorities will be added in respect of equality of opportunity for disabled staff, disabled parents, carers and others who use the school.

As this will be the school's first scheme, priorities identified will themselves be about improving information and involvement.

Promoting equality of opportunity:

CASE STUDY

As part of the development of their disability equality scheme, two teachers in a primary school meet parents of disabled pupils. The parents identify school trips as a difficult area: parents are often expected to accompany their children, and, for the Year 6 trip in particular, some of the parents say that their children resent the fact that their parents go too. The parents also feel it limits the development of their children's independence. The information that the school holds confirms that, almost invariably, parents accompany disabled pupils on trips. As part of their scheme, the school undertakes to re-examine their trips policy and sets the following targets:

- by the next Year 6 trip, they will not have to ask or expect parents to come on the trip, though parents who express a wish to come will be welcome; and
- a year after that, appropriate arrangements will be in place so that all parents can be confident that their child can go on the school trip safely without them.

CASE STUDY

A staff questionnaire reveals only one disabled member of staff. Aware that staff may be reluctant to disclose a disability, the school decides to:

- promote awareness of the DDA and the legal protection that it offers staff who are covered by it;
- explain that disclosure can enable the school to make reasonable adjustments;
- raise awareness of the local authority policy on harassment and bullying; and
- promote awareness of the support available to disabled members of staff.

The school also decides they should examine their recruitment process with a view to encouraging disabled applicants. They decide to:

- offer an interview to any disabled applicant for a job at the school if they meet the minimum criteria;
- investigate the employers' 'two ticks' scheme; and
- contact local teacher training institutions to offer to be a placement for disabled trainee teachers.

The involvement of disabled pupils, staff and parents and the gathering of information may also highlight areas of school policy that need review or further investigation:

Eliminating discrimination: The collection of information is crucial to identifying aspects of school life where there may be discrimination. Schools are already data rich and it is the intelligent interrogation of existing information, for example: on achievements and exclusions, that may identify the priorities that schools need to set in their scheme.

CASE STUDY

A primary school considers information about parent attendance at parent teacher meetings and other school events. It identifies a group of parents who do not attend and appear to the school to be uninterested in their child's education. Aware that one of the parents may be disabled the school investigates whether there are any access requirements that are not in place. In the light of what the school finds out they decide to:

- designate a parking space for disabled parents dropping off and picking up a child;
- offer a telephone call to explain letters home for some parents who need this;
- adopt a more proactive approach to identifying the access requirements of disabled parents when their child starts at the school;
- identify a member of staff as a contact point for disabled parents; and
- keep the arrangements under review.

Eliminating harassment: Bullying is more prevalent than is often thought and is more so for disabled pupils. The Social Exclusion Unit found that about 17 percent of all children report being bullied. In a survey commissioned by the Disability Rights Commission in 2002 38% of young disabled people said that they had been bullied at school. In a more recent survey by the National Autistic Society, 40%t of children on the autistic spectrum were found to have been bullied at school. Bullying is not restricted to pupils in schools: a report by Mencap found that nearly 90% of people with a learning disability experience bullying.

As a starting point, the school will raise awareness amongst staff and pupils of disability-related harassment. An understanding of the nature and prevalence of bullying and harassment will help the school to recognise and address it. The involvement of pupils themselves is a key feature of effective systems for combating bullying.

CASE STUDY

A primary school has recently revised its anti-bullying policy. Some key features of the policy are:

- the immediate challenge to be provided to pupils using negative race- or disability-related or sexist language;
- more detailed reporting and follow up of incidents of bullying;
- a range of actions, including assemblies and class work, to promote mutual respect; and
- the introduction of a buddy system and peer mentoring as both supportive and preventative measures.

The more detailed reports of bullying incidents, made under the new policy, show that disabled pupils are over-represented amongst those who are bullied. The school decides to:

- train more buddies; and
- extend the buddy system to all disabled pupils.

Disability-related bullying and harassment is not restricted to pupils. Disabled staff, parents, carers and other users of the school may also experience it and schools need to consider what steps they may need to take to identify and address disability-related harassment for them, too.

CASE STUDY

A large secondary school has recently lost some experienced teachers from its staff. A discussion of staffing issues by the Governing Body raises a question about whether some of the staff who left might count as disabled under the DDA: one teacher had breast cancer, another arthritis. The Governing Body asks the head teacher to investigate. It emerges that some of the staff who left had experienced difficulties with colleagues and had felt vulnerable and unsupported by school managers. In addition, they felt that the school had made it difficult for them to attend treatment

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sessions. The school decides to:

* raise awareness across the school of the definition of disability;
* conduct exit interviews with staff leaving the school;
* amend the school harassment and bullying policy to include disability-related harassment; and
* consult teacher union representatives about what disabled teachers say the school needs to do better.

Promoting positive attitudes: Positive attitudes to disability can be promoted in a wide variety of ways in schools. This includes ensuring:

* staff model respectful attitudes to disabled pupils, staff and parents;
* representation of disabled people in positions of responsibility in the school;
* and that there are positive images in school books and other materials.

CASE STUDY

A series of teaching observations reveals that disabled pupils are not participating in class discussions as much as other pupils. The school decides to develop its teaching and learning policy to ensure that:

* teachers and teaching assistants give disabled pupils the opportunity to express their views;
* disabled pupils have any necessary support to participate in discussions; and
* teachers and teaching assistants show that they value the contribution of disabled pupils.

CASE STUDY

A primary school reviews its reading books and recognises that there are few images of disabled children and adults in their current stock. They decide that they will:

* identify publishers who include more images of disabled people in their publications;
* promote these publishers to staff with responsibility for selecting books; and
* set a target of 20 new books with positive images, to be acquired over the following year.

Encouraging participation in public life: Disabled pupils, staff and parents will be encouraged to participate where they already see their disabled peers included and succeeding in all aspects of the life of the school and beyond. Where disabled pupils, staff and parents are represented in senior, responsible and representative roles, this provides particular encouragement.

CASE STUDY

Following a discussion of the disability equality duty with a disabled member of staff, the school council in a primary school decides to co-opt two disabled pupils to the council and to seek their advice about ways of increasing representation of disabled pupils as elected members of the council.

CASE STUDY

The governing body of a small primary school discusses how they might encourage the participation of disabled people within the governing body itself. As far as they know no-one on the governing body is disabled. One of the governors knows that the grandfather of one of the pupils is disabled. The governor is delegated to ask the grandfather about the possibility of being co-opted onto the governing body.

Encouraging participation may involve working with other partners to identify and address barriers.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment: Many reasonable adjustments that schools make are designed to take account of pupils' disabilities and may involve more favourable treatment. In meeting this element of the general duty the school will need to ensure that its scheme builds these 'more favourable' considerations into the school's policies and practices and that it has considered the needs of disabled pupils, staff and parents. Action might include:

- providing additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes; and
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making it happen

Schools are required to implement the actions in their scheme within three years.

Implementation

To ensure the implementation of the scheme we will ensure:

- the scheme is supported by detailed action plans; and
- action plans are incorporated into a framework that has the oversight of the governing body, so that progress is checked.

Action plans: Schools are required to set out in their scheme the steps they are going to take to meet the general duty. As the scheme develops we will identify all priorities. A series of actions will ensure that the school makes progress on these priorities.

The action plan will be sufficiently explicit to enable the school to judge whether or not our targets have been achieved. The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales; and
- a specified date and process for review.

To ensure that progress is being checked the process will be overseen by the Governing Body.

Evaluation
We will evaluate the effectiveness of the scheme and reflect this evaluation in our discussions with our school improvement partner and with Ofsted when the school is inspected.

New Relationship with Schools: School improvement partners
The School Improvement Partner will include in their discussions with the school the attainment of and outcomes for all pupils including disabled pupils.

Ofsted
Ofsted also evaluates the school's judgement of its own effectiveness in promoting equality of opportunity.

Publication

Schools are required to publish their Disability Equality Scheme.

The school's scheme will be published as part of the Equality Plan. The school will provide a copy for anyone asking for it.

Reporting

Schools are required to report on their scheme annually.

The school will report on its scheme annually. At that time we will make clear both:

- what progress we have made in terms of implementing our action plan; and
- what has been the effect of what we have done.

We will revisit the information we gathered at the start. This information along with the views of disabled pupils, staff and parents will help the school identify the progress that has been made and the actions that still need to be taken. This will be summarised in the annual report.

The Equality Plan will be summarised in the school prospectus, with signposting to the full report elsewhere.

Reviewing and revising the scheme

Schools are required to review and revise their scheme every three years.

In reviewing the scheme the school will set new priorities and new action plans. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

CASE STUDY

One year after introducing a buddy system, a primary school reviews the number of bullying incidents that are disability related. The number of incidents does not appear to have reduced significantly. The SENCO is asked to explore, with disabled pupils and their buddies, what is happening. The pupils are clear that they feel more comfortable about reporting incidents and that the buddy system is helping to address the problem. The school takes the view that disability related bullying was probably under-reported before. They think that the scheme is working and that it needs to continue. In addition it plans a series of assemblies to address bullying, to raise awareness of the buddy system and to stimulate a wider discussion of diversity.

C Equal Opportunities Policy

This Equal Opportunities Policy is central to the promotion of the school mission statement:

" Working Together for Individual Excellence "

Two of the school's published aims are: -

- That it is committed to the highest possible levels of expectation and achievement for every individual;
- That it recognises and preserves the rights and responsibilities of all individuals, thus fostering co-operation, empathy and respect;

A primary objective of this school will therefore be to educate, develop and prepare all our children for adult life, whatever their sex, colour, culture, origin, background or ability.

At Mesne Lea Primary School discrimination on the basis of colour, culture, origin, age, sex or ability is unacceptable. All children and staff will endeavour to further that objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals. This equal opportunities philosophy will be practiced by all staff, both teaching and non-teaching. The school recognises the complexity of modern society and recognises that it would be failing the pupils if it did not prepare them for their integral part in this society.

Aim - To instill in our children the belief that all are equal

If we succeed in this, there will be no need for policies such as this. In order to achieve this we must equip children with an awareness of an increasingly diverse society, presenting the world both as we see it and how we would like it to be. On such foundations, pupils will develop their own attitudes to a pluralistic society. We must teach our children the difference between right and wrong and that the only acceptable choice is to choose to do what is right.

Practice

1. Admission

The school follows the LA Admissions Policy which does not permit sex, colour, race or disability to be used as criteria for admission.

2. Registration

Children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.

3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents; it should always be made clear to offending individuals that such behaviour is unacceptable and a clear warning given. A book is kept in the Headteacher's office for recording incidents in which pupils indulge in discriminatory behaviour, be it racist, sexist or any other form.

(a) Pupils

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving parents, who, if called into school, should be notified of this in writing. Racist symbols, badges and insignias on clothing and bags are forbidden in school. The Governing Body, represented by the Headteacher, has the right to decide what is not acceptable. All graffiti should be immediately removed.

Parents should be aware of the school's commitment to equal opportunities. The school Pastoral care organisation should be used, particularly with regard to home / school liaison and for dealing with any situations of discrimination or harassment.

(b) Staff

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

4. The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each child. The curriculum must be balanced, objective and sensitive and must not highlight sexual and cultural diversity.

5. Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.