



Tudor Court Primary School

Equality and Non-Discrimination Policy

Reviewed HT	September 2024
Assigned to Committee	FGB – N/A
Frequency of Review	Annually
Ratified by the Governing Body	December 2024

This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics' in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the act.

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Inclusion

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth. We aim to challenge personal prejudice and stereotypical views whenever they occur.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. "The Public Sector Equality Duty" or "general duty" This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

It also ensures that we continue to tackle issues of disadvantage and underachievement. We recognise that these duties reflect 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.

Aims and Objectives

Our approach to equality is based on 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
7. We work to raise standards for all pupils promoting the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

Disability

It is unlawful to discriminate against people with disabilities by not enabling them to have full access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

The Governors consider the need to plan for any changes required to our buildings and to other aspects of our school, so that we fulfill our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Disability is not the same as special educational needs; not all children with a disability have special educational needs, and vice versa.

We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community.

We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.

We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Racial Equality

In our school we will:

- Strive to eliminate all forms of racism and racial discrimination.
- Promote equality of opportunity, regardless of race, ethnicity or religion.
- Promote good relations between people of different racial and ethnic groups.
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any form of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

We endeavor to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.

Disability Non-Discrimination

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all the children within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may:

- Give additional time to complete certain activities
- Ensure access
- Modify teaching materials
- Offer alternative activities if children are unable to manipulate tools or equipment.

Tudor Court Primary School has an ongoing action plan which is reviewed regularly and also an accessibility policy which states:

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plan covers a three-year period. The plan will be updated regularly.

Removing Barriers

The school will make reasonable adjustments to ensure that pupils, members of staff and public are not disadvantaged by any form of disability.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try to face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

Our Accessibility Plan covers the measures we have already taken, and plan to take in the future, to improve accessibility and equal opportunities in our school.

The Physical Environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- Access to the school, by installing setting-down and picking-up points, ramps, handrails, and doors to accommodate wheelchairs.
- Movement around the building, for example. by adaptations to signs, such as clear print, the use of symbols and improved colour schemes.
- Accommodation within the building, by providing toilets for the disabled, improved sound-proofing for pupils with impaired hearing, and medical rooms.
- Furniture suited to specific needs.
- Information and communication technology, by selecting appropriate hardware and software, and by using minicomms.

The Curriculum

We use a range of differentiated teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use appropriate language and we make sure staff and pupils are aware of the impact of inappropriate language on those with a disability.

Our reading books and other resources contain positive images of people with disabilities. The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs. Many needs can be met by personalising normal classroom practice. However, in some cases, specific individualised provision is necessary, and a pupil may have an Educational Health Care Plan.

Information

Information normally provided will be made available in alternative formats that are clear and

user-friendly where possible.

We take account of known disabilities, be they the pupils' or those of their parents or carers.

Staffing

When advertising posts, short-listing, interviewing or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff, regardless of any disability, are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists to support individual pupils. Among these specialists are the following:

- Physiotherapists
- Educational Psychologists
- Speech Therapists
- Doctors and the School Nurse
- Social Workers
- Staff of the voluntary and statutory agencies.

Health and Safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils.

Individual medical plans will be agreed as necessary and photo identity is used by staff to ensure clear identification of the pupil as needed.

At lunchtimes all children's food allergies are planned for.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into Practice

☒ **Governing Body**

The governing body is responsible for the school's duty not to discriminate. A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

☒ **The Role of Governors**

In this policy statement, the Governing Body has set out its commitment to equal opportunities and accessibility and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils are underachieving. To do this we monitor:

- Admissions.
- Attainment.
- Suspensions.
- Rewards and Sanctions.
- Parents' and Pupils' Questionnaires.

The Governing Body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. For example, all children have access to the full range of the curriculum and regulations regarding school uniforms will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

☒ **Head Teacher**

The Head Teacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

☐ **The Role of the Head Teacher**

It is the Head Teacher's role to:

- Ensure that the school's policy on Equal Opportunities is implemented effectively.
- Ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.
- Promote the principle of equal opportunities when developing the curriculum for pupils and in providing opportunities for professional development for staff.
- Promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school. Respect is a key value adopted by the school.
- Manage all incidents of unfair treatment and any racist incidents, with due seriousness, and in line with this policy.

Members of Staff

All members of staff are fully committed to the policy of not discriminating against pupils, parents and carers or staff with disabilities.

Parents and Carers

Parents and Carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring and Review

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils and groups of pupils, including any with disabilities, are making the best progress possible and that no groups of pupils are underachieving. We also monitor data in relation to admissions, behaviour, exclusions and parental and pupil questionnaires to ensure equality of opportunity and provision.

This policy will be reviewed at any time if requested by governors or at least annually.