



Meadowside Primary School

Equalities Policy

Reviewed: February 2025
Next Review: February 2026

Meadowside Primary School
EQUALITIES POLICY
Disability, Access, Gender and Race

Core Principle

Meadowside Primary School is committed to the inclusion of all pupils, staff, governors, parents and visitors into its environs and work. This includes making an equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

The school will consider the three main elements:-

- Creating inclusive Cultures
- Producing inclusive Policies
- Evolving inclusive Practices

The school already has a very strong caring and inclusive ethos and environment. This will be strengthened by this policy.

Our diversity team, made up of a parent, member of SLT and children, strengthen the celebration of diversity in our school.

DISABILITY - What is disability?

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006

'A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

- ◆ A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long-term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- ◆ Substantial means more than minor or trivial
- ◆ Long term means an impairment that has lasted at least 12 months or is likely to last 12 months or for the rest of the person's life.
- ◆ Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination that is unlawful under the Disability Discrimination Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

ACCESSIBILITY – What is access?

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

GENDER – All Stakeholders

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.
- Consulting staff, pupils, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions to remove all practices, procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Ensuring Admissions and attendance follows LA guidelines.
- Ensuring Staff recruitment and professional development promotes gender equality.

RACE – All stakeholders

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000.

General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

Information gathering

Meadowside Primary School collects information from our stakeholders through the use of questionnaires and forms. Details will be taken from new intake of pupils and their families and when new staff and governors join the school. All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following themes:

- ◆ the level, if any, of the disability of the stakeholder
- ◆ how the individual is accepted within the school community
- ◆ encouragement of disclosure through confidential means
- ◆ how the school uses this information to ensure inclusivity of its members

Implementation

Through the policy we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts, feelings and breaking down barriers that inhibit progress. These may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathered will inform the main priorities for the school, to ensure equality for all.

Note should be taken of the opportunities to promote Equality of Opportunity as well as identifying the barriers to success.

The Headteacher and Governing Body will be responsible for monitoring provision and reviewing this policy every two years.

Main Priorities and Actions to be taken

School Priorities
Disability
1. Ensure direct access to all parts of the school building.
2. Ensure that all stakeholders are treated equally regardless of disability, ensure that all curriculum and after school activities are accessible for all stakeholders.
3. Ensure children identified as disabled are maintaining good progress.
Accessibility
1. Ensure direct access to all parts of the school building.
2. Improve disabled facilities where necessary
3. Refurbishment of school's stock of height adjustable tables, kitchen and bathroom taps with levers, etc.
Gender
1. Ensure equal opportunities for both sexes in curriculum and at additional times.
2. Ensure that data is analysed to view if there is a gender issue in learning, and take action as necessary
Race
1. Ensure all children are challenged if and when comments or actions are of a racist nature.
2. Ensure all stakeholders are aware of policies and practice in school.
3. Ensure children from different ethnic groups are maintaining good progress.
General
1. Ensure all policies and practice (curriculum and ethos) are inclusive, providing equality for all.
2. Ensure perceptions regarding equality, inequality and difference are challenged by all stakeholders.
3. Ensure that all children are making sufficient and measured progress with their targets for end of year and key stages.