

# **EAST BOLDON JUNIOR SCHOOL**

## **Equal Opportunities Policy**

### School Ethos, Vision and Values

At East Boldon Junior School we value the individuality of all our pupils. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. We have a legal responsibility to ensure the elimination of discrimination and a statutory duty to ensure that all pupils receive their entitlement to a National Curriculum. We have a responsibility to make provision for children with special educational needs. This policy is intended to help ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

This policy accords with legislation:

- Race Relations (Amendment) Act 2002;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975 (Amended 2008).

### **Aims and Objectives**

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

We promote the principle of fairness and justice for all through the education that we provide in school.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by 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.

## **Disability**

### What do we understand by disability?

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

This definition was Amendment and broadened in December 2005 under the 2005 Disability Amendment Act:

People with cancer or surviving cancer are now included as are people with HIV and multiple sclerosis from the point of diagnosis for a mental impairment, the need for it to be clinically well-recognised has been removed. The school uses the "social model of disability" as adopted by South Tyneside Council.

South Tyneside Council uses the "social model of disability" as the basis for its work to improve equality for, and tackle discrimination against, disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. (ST Equality and Diversity Policy 2003)

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria of special educational needs provision. This means that disabled people may or may not have special educational needs. South Tyneside Council recognises that social, educational and behavioural difficulties are part of this definition.

### School Strategic Priorities

East Boldon Junior School's strategic priorities include being open and accessible to all who would wish to join us. Our School Development Plan shows how we can continue to improve our access for all and school is working towards this. As we move closer towards the goal of unhindered access ability our school will be able to easily welcome everyone.

East Boldon Junior School has many strengths with regard to disability and discrimination; specifically, we address issues relating to disability in our House Assembly time. This is a time set aside each month as part of the timetable where children from across school come together to learn, discuss and participate in activities designed to open our eyes and broaden our understanding of people and the world around us. Disability is one aspect of learning here. Others include bullying, different people and different views.

The school building has been adapted to meet the needs of disabled children and adults:

Disabled toilet installed 2011

Wider doors installed in Year 6 wing and Library 2011

Electronic sliding doors to school entrance 2011

Outside steps into the Year 6 wing replaced with a ramped entrance. 2011

Ramped entrance to outdoor classroom 2013

Ramped access to Y3 and Y5 wings 2014

## The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons,
- eliminate discrimination that is unlawful under the act,
- eliminate harassment of disabled persons that is related to their disabilities,
- promote positive attitudes towards disabled persons - this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

## How we will meet the general duty and specific duty.

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school. Other actions will include direct consultation with pupils with a disability regarding the environment and change to it. Further to this they will have an equal opportunity to be part of the school council system and we'll have automatic inclusion in the school house group system. School is determined that lunchtime, after school activities or school trips will always be available to all pupils and staff.

No one at East Boldon Junior School will ever be discriminated against because of their disability (this also is applied in other important policies in school such as racial equality.) If school needs assistance to make a specific action happen to avoid discrimination we will seek assistance as soon as we are aware of the need.

No one at East Boldon Junior School will ever be seen as disabled first, the fact that they may have some disability is secondary to the person. All pupils will be educated equally, but we will endeavour to ensure that the disability does not hamper an education because of an omission by school.

We recognise that there are a range of barriers and discrimination faced by pupils with a disability and there may be times when an extra push is needed to make something happen. We will make that push in conjunction with those most closely involved so that action is taken for them and not because of them.

Pupil achievement is tracked for all children, based upon progression and attainment, not upon a disability or special needs although SEN data will be collected. Standard practice at East Boldon Junior School is to involve all parents and pupils as much as possible in educational reviews and the setting of IEPs. Parents of disabled pupils and the pupils themselves will be fully included in this process.

## **Racial Equality**

We will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour Policy)

We endeavour to make our school 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.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

### **Gender Equality**

We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible by eliminating gender biased resources and purchasing materials that interest and stimulate all.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of others.

### **The Governing Body**

In this policy, the governing body has set out its commitment to equal opportunities, 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. Checks are made to ensure that all students are making the best possible progress, and that no specific group of pupils is underachieving. To do this, the following are monitored: Admissions; Attainment; Exclusions; Rewards and sanctions; and Parents' and pupils' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body will, where appropriate, in its annual report, make reference to arrangements for disabled pupils as outlined in the school profile.

The governors welcome all applications to join the school, whatever background or disability the child may have.

The governing body ensures that no child is discriminated against

whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform 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 individually and sensitively, and with respect for the child's cultural traditions.

### **Eliminating Harrassment and Bullying**

The school Anti-bullying and Discipline policies make it clear that bullying and harassment of any nature is unacceptable, including because of a disability, race or gender. School does not tolerate this in any way.

### **School Facility Lettings**

School currently has lettings with East Boldon Scout Group, Soccer Camps and Schools, the PTA and the Local Area Forum. A ramp is fitted to facilitate access to main reception. The internal doors are wide to accommodate wheelchair access and there is a disabled toilet.

### **Transition between Schools and Phases of Education**

When children transfer into East Boldon Junior School at the beginning of KS2, or into secondary education at KS3 we meet with key staff from their current or new schools to share information. For children with disabilities, further meetings are held between the schools and the child's parents so that a full picture of present and future needs can be built up.

All children visit their new schools at several times throughout the year but extra visits are arranged for children with disabilities so that they can become familiar with the staff, the building and the school routines before they start. We have found that this enables a smooth transition between phases.

Any child transferring into/out of East Boldon Junior School during KS2 is invited to visit the school with their parents and information is transferred between schools.

### **The role of the Headteacher**

To implement the school's policy on equal opportunities, and she is supported by the governing body in doing so.

To make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

To ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.

To promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

To promote respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

To view all incidents of unfair treatment, and any racist incidents, with due concern.

### **The role of the class teacher**

Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or gender. Wherever possible, materials, lessons and displays will reflect the multicultural nature of our society.

Staff seek to implement this policy when designing schemes of work, both in their choice of topics to study, and in how they approach sensitive issues.

All our teachers and support staff challenge any incidents of prejudice or racism. Any incidents are recorded in the school log book, and bring them to the attention of the headteacher.

Staff will endeavour to ensure that pupils do not experience nor participate in racism, sexism or any other form of discrimination.

### **The Community**

All visitors to the school will be made to feel welcome and comfortable. All parents will be encouraged to participate in the life of the school.

### **Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy.
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity.
- monitor the school's behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.

**What to do if a Parent has Concerns about Provision.**

If you have any concerns about your child's progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place (*See Complaints Policy on web page online*) we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345 or Email - [parentpartnership@southtyneside.gov.uk](mailto:parentpartnership@southtyneside.gov.uk)

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This policy will be reviewed October 2018

Signed: H Heslop (Chair of Governors)\_\_\_\_\_

Signed: E Johnson (Headteacher)\_\_\_\_\_