



VISION, VALUES AND COMMUNICATION COMMITTEE

EQUALITY AND DIVERSITY POLICY

Reviewed by Vision, Values and Communication Committee	Jan 2018
Agreed by Governing Body	Jan 2018
Date of review	Annually

Introduction

Minchinhampton Primary Academy is a welcoming school where all are valued, and tolerance, fairness and respect are fostered. We endeavour to promote positive relationships with and among staff, governors, parents, carers and members of the wider community. Children, staff, parents and governors seek to recognise and fulfil their personal role in making Minchinhampton Primary Academy a genuinely inviting and inclusive school. We will seek to remove any barriers to access, participation, progression, and achievement. We take seriously our contribution towards community cohesion.

We acknowledge that the diversity of our society supports the enrichment of our curriculum and the social aspects of our school community in the varied culture and faiths of all its citizens.

Diversity welcomes difference. By understanding, respecting and using these differences we can enhance the preparation of our children for a positive adulthood through both meeting individual needs and staying in touch with the changing societies in which we operate.

This school opposes all forms of racism, prejudice and discrimination.

The school is part of the Diocese of Gloucester Academies Trust which is an organisation with a Christian Foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to witnessing to the value of the foundation. The Trust supports the principle of equal opportunities and opposes discrimination.

2. The Legal Framework.

The underpinning statutory basis for this policy can be found in:

- Race Relations Act 1976 (as amended in 2000)
- The Special Educational Needs Disability Act 2014
- Children Act 2004
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2010

This policy addresses the three main elements of the Public Sector Equality Duty (PSED) requirements of the Equality Act 2010 to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between those who share a protected characteristic and those who do not

The duty to have 'due regard' to equality considerations means that wherever significant decisions are being made, or policies developed, thought must be given to the equality implications.

3. Diversity and equality commitments

We aim to:

- provide a secure environment in which all children can flourish and achieve their best;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage and make inclusion a thread which runs through all our activities

To achieve these aims we will:

- involve the school community in the development, review, evaluation and impact assessments of all relevant future plans, policies and procedures
- publish and share our policies plans and impact assessments with the whole community;
- collect and analyse data through our monitoring systems to ensure all groups are progressing well and no group subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- use P4C approaches to broaden the experience of children and to explore issues of equality and diversity.
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity

In relation to diversity, Minchinhampton Primary Academy is committed to:

- recognising and valuing difference;
- recognising and seeking to redress inequality and disadvantage;
- treating all in a fair, open and honest manner;
- recognising the right of all children, parents staff and governors to be treated with dignity and respect

And in relation to equality, we are committed to:

- equality of opportunity
- tackling discrimination and disadvantage
- tackling harassment and intimidation

4. Discrimination

Discrimination can take place in relation to real or perceived differences between groups and individuals. This includes the legal “protected characteristics”:

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership status
- pregnancy and maternity

and also:

- responsibility for dependents;
- trade union or political activities;
- criminal record (where the offence is not covered by other legislation relating to child protection);
- place of residence;
- health status;
- any other reason which cannot be shown to be justified
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As a school we will work to ensure that the curriculum is maximised to reflect diversity and promote equality of opportunity. We will use opportunities throughout to enhance children’s esteem and confidence by working positively to reduce any bias or stereotyping. We will seek to provide a supportive, secure and creative environment where all pupils can maximise their potential.

We will work to address issues wherever they arise and will take a proactive approach to reducing the occurrence of such incidents as shown in the following sections.

4.1 Age

We will work to ensure that children of different ages are provided with appropriate activities and are not excluded from activities solely on the grounds of their age. We will ensure that all staff are given equal opportunities regardless of age.

4.2 Disability

You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

- ‘substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more, eg a breathing condition that develops as a result of a lung infection

All schools have a duty to avoid discrimination against disabled children and also in areas of employment or access to goods, facilities and services.

The Disability Discrimination Act 2005(DDA) defines a disabled person as someone who has ‘a long term physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities. Disability is not about physical

impairment only; it includes dyslexia, epilepsy, dyspraxia, diabetes, autistic spectrum disorders, ADHD, sensory impairment and cancer.

The Special Educational Needs and Disability Discrimination Act, 2001, places duties on all schools to avoid discrimination against disabled children. It also made it unlawful to be discriminated against because of a disability in areas of employment or access to goods, facilities and services.

We endeavour to provide access both physically and through the curriculum for all children with disabilities with appropriate support when required, from the Local Authority and outside agencies. Staff members with disabilities will be afforded the same support.

4.3 Ability

We want our children to maximise their potential to the full during their time with us. We work to ensure our aspirations, expectations, attitudes and practices do not prevent any child from reaching their potential, identifying and removing any potential barriers.

4.4 Race

Under the amended Race Relations Act (2001) it is unlawful to discriminate against someone because of their race. We will ensure that children, parents and staff from different ethnic groups, cultures, religion and background are provided equality of opportunity and are not discriminated against either openly or covertly.

We recognise and celebrate the linguistic diversity in British society. We look to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multi-lingual nature of wider society in our resources and displays.

4.5 Religion and Belief

We foster respect in all individuals regardless of their religion and belief. We do this through RE provision, collective worship, PSHE, pastoral systems and through our promotion of British Values. We will ensure that all staff are given equal opportunities regardless of religion or belief.

4.6 Sex

We will:

- make the curriculum equally available to girls and boys (e.g. provision of clubs);
- organise teaching, groupings, play space, clubs, responsibilities on the basis of a wider range of criteria than gender alone;
- provide targeted support for groups of children and individuals;
- tackle any differences involving gender sensitively;
- use positive role models to challenge stereotypes;
- target resources where analysis shows a difference in progress related to gender;
- ensure no staff member is discriminated against because of their gender.

4.7 Community Cohesion

The Education and Inspections Act 2006 introduced a duty on governing bodies of state schools to promote community cohesion. This encompasses promoting good relations between those from different races, or with different faiths, beliefs and socio-economic backgrounds.

5. Responsibilities

5.1 The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality and diversity legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups

5.2 The Head teacher

It is the head teacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually

5.3 All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

5.4 Breaches of the policy.

All breaches of the policy will be rigorously followed up using the appropriate procedures and reporting to the governing body and local authority as required.

6. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and will not be tolerated within the school environment.

All staff are expected to recognise and deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/senior member of staff/ head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body.

6.1 Identifying discriminatory incidents

Harassment on the grounds of race, culture, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

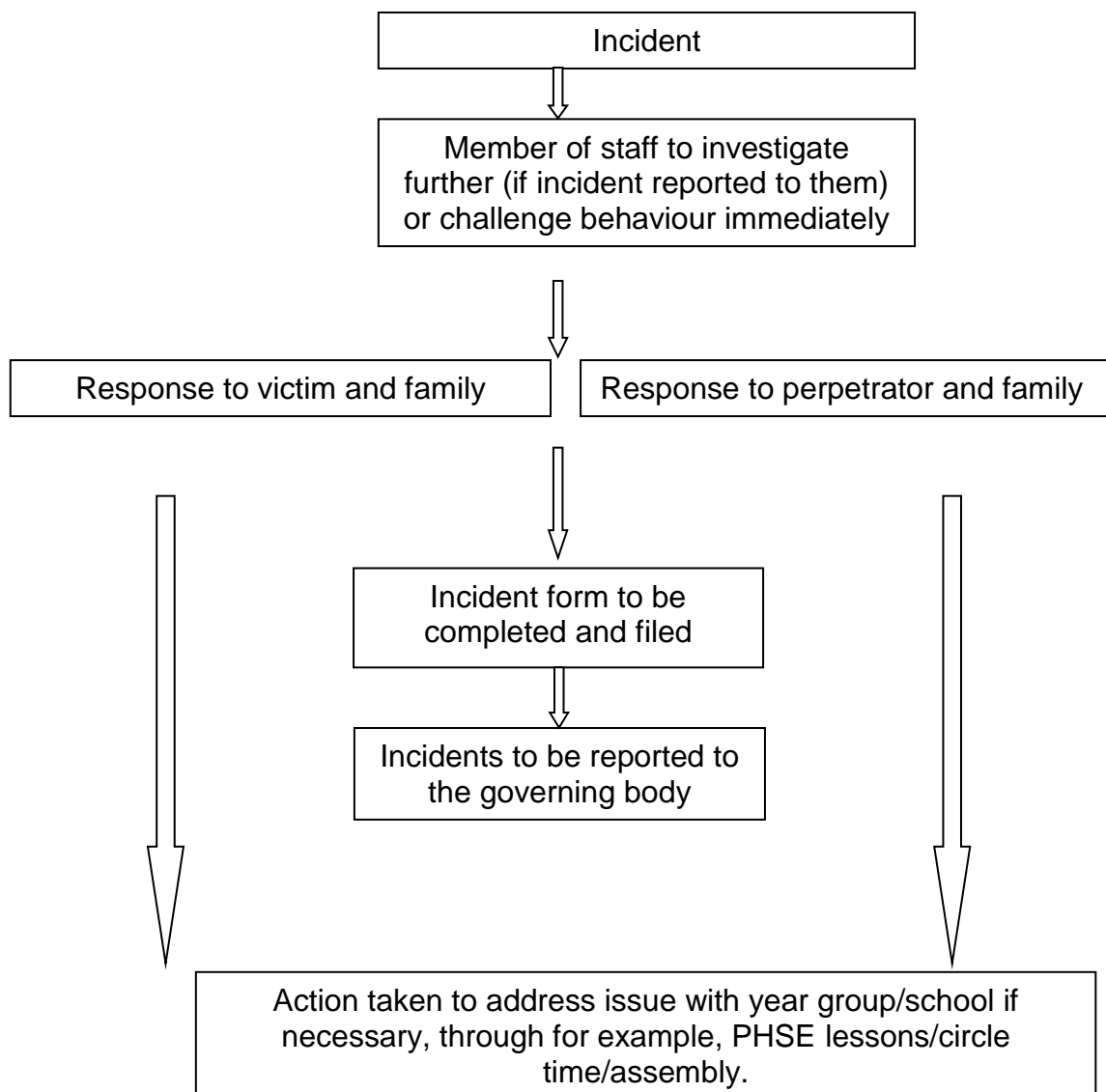
Types of discriminatory incidents that can occur include:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- bringing discriminatory material into school
- verbal abuse and threats
- incitement of others to discriminate or bully due to race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion
- attempts to recruit others to discriminatory groups or organisations
- ridicule of an individual for difference, for example food, music, religion, dress;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

6.2 Responding to and reporting incidents.

How to report incidents should be clear to pupils and staff. All staff should view dealing with incidents as vital to the well-being of the school.

The following flow chart shows the procedure to be used.



7. Policy planning, development and review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, this policy considers all aspects of diversity and equality which is supported by a revised specific equality action plan. This has clear objectives in relation to all strands covering a four-year period to be effective by the required date of April 6th 2012.

- In the planning and development stage of policy-making, we will ensure we have consulted stakeholders and taken their views into account
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.

- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. Progress and achievement is analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

9. Consultation and Involvement

The development of this policy and the accompanying action plan has been informed by the input of staff, pupils, parents and carers. This has been achieved through:

- feedback from the annual parents' questionnaire, parents' evenings, parent- teacher meetings;
- input from staff survey, meetings and training days;
- feedback from the school council, PHSE lessons, discussions with groups of children
- issues raised in annual reviews or reviews of progress on Individual Education Plans, school provided mentoring and support, and the Buddy Box;
- feedback from the Leadership and Management governor committee.

10. Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. Lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.

The data collected is used to inform further school planning, target-setting and decision-making.

The impact of school policies on all aspects of access, admission and exclusion data will be considered

GUIDANCE RELATING TO GENDER EQUALITY

As a school we are committed to ensuring equal treatment of all our employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery. We believe that this commitment will help reinforce our commitment to improving performance of all pupils, and being a school where all are included. This school will not tolerate harassment of people based on their gender or transgender status.

1. The Duties

The Equality Act 2006 (updated in 2010) created a Gender Equality Duty for all public sector bodies including schools. The Gender Equality Duty has two parts to it, the “general” duty and the “specific” duty.

The General Duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

The Specific Duty

We will:

- Consult teaching and non-teaching staff, pupils, parents and local community groups to help determine our gender equality objectives
- Gather and use information on how our school policies and practices affect gender equality – both in our workforce and in our education function
- Produce an Equality and Diversity action plan, identifying our gender equality goals and actions to meet them, in consultation with our stakeholders
- Set a timetable for and implement as soon as reasonably possible (usually within three years) the actions we have identified
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the school website/school newsletter
- Monitor and review our progress, reporting on our progress annually
- Review and revise this scheme every three years

Meeting the General Duty & Specific Duty

This document provides us with a framework for integrating gender equality into all aspects of school life and clarifies how we seek to meet the specific duty.

2. Actions

2.1. Monitor achievement/access to various aspects of the curriculum, and take action to address any inequalities that occur. These include monitoring:

- school results
- children’s participation in their learning (e.g. through lesson observations/child discussions)
- SEN/Able child provision
- behaviour patterns, including exclusions
- participation in other aspects of school life, including:
 - access to clubs/extra-curricular activities
 - participation in lunchtime activities; trips; camps

- involvement patterns of parents (e.g. as helpers; at information events; on the governors/PTA);
- overall aspects of school life, including staff appointments, roles and responsibilities;
- take action to ensure that all members of the school community treat each other with due respect, regardless of gender

2.2. Involvement

We consult with staff, pupils, parents and community users to gain their views on gender issues in relation to the school through consultations and informal meetings.

The school council will also be involved to ensure active participation of learners.

2.3. Gender in the Curriculum, including teaching and learning

Within the school, the curriculum is made available equally to boys and girls. This is particularly important in those areas where stereotypes prevail (e.g. ICT/sport/dance etc). Where roles become stereotyped and imbalances occur we aim to address these through:

- provision of single gender clubs (eg computers for girls; girls football);
- targeted support at groups of children/individuals, which may be a group of girls in a science lesson, or boys in an art lesson;
- use of positive role models, both male and female, to challenge stereotypes – eg: a female football coach, or a male dance teacher;
- where analysis shows there is a gender difference (eg in writing/maths) we will target additional resources (eg Teacher Assistant support) to address those issues.

2.4. Eliminating Harassment and Bullying

We have clear policies on combating bullying and racial harassment. These procedures would be used to combat all types of harassment/bullying, including gender.

2.5. Contractors & Procurement

We expect all contractors to abide by the school ethos and show equal levels of due respect to both males and females.

3. Information, Performance and Evidence

3.1. Learning Opportunities – are regularly monitored both informally and formally through lesson observations. Where imbalances are noted action is taken at individual or school level to address the issues.

3.2. Admissions, Transitions, Exclusions – all of these areas are monitored by gender. The only area where gender appears to be an issue is in behaviour and exclusions, where boys predominate. This is being addressed through a more individual and peer support including play plans and the use of play leaders at lunchtimes, through a whole-school focus on the Social and Emotional Aspects of Learning (SEAL)

3.3. Social Relationships – we regularly consider the area of social relationships through informal monitoring and observations both within the classrooms and in the playground. School Council are involved in discussing and helping address any issues that arise; also the use of circle time is widespread. Comments that are deemed unacceptable for any reason are addressed through our behaviour policy.

3.4. Employing, promoting and training male and female staff- We aim to appoint the best possible staff regardless of gender. Please see DGAT's Equal Opportunity Policy. However, we are aware that males are under-represented on the staff, and would aim to include a male on an interview shortlist providing he met the essential criteria for the post. Training and promotion opportunities are open to both male and female staff. We aim to encourage all staff to avoid gender stereotyping in their roles, whilst recognising that we must pay heed to natural talents and attributes.

3.5. Family Friendly policy

The school adheres to the family friendly policy and ethos, and would aim to give both male and female staff the same consideration in respect to time off for dependents; release to attend a family event etc.

3.6. Impact Assessment

Where policies and procedures are up for review, an element of this would be to gauge the impact of the policy on all aspects relevant to that policy, which would include gender consideration. This might be done through monitoring; discussion with stakeholders; analysis of data and so on. Feedback is regularly sought from all stakeholders, including pupils, staff and parents.

3.7. Reviewing/Monitoring

The Equalities and Diversity action plan shows how the school will address any issues arising. This action plan will be reviewed at regular intervals. Views will be sought annually and policy revised at least every three years.

GUIDANCE RELATING TO ETHNIC EQUALITY

As The Race Relations (Amendment) Act 2000 states that the school should:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

Race Equality will be seen to be implicit in all the work carried out in the school, in both curriculum terms and in social activities as part of the ethos of the school as stated in the school's values statement.

Objectives

This guidance seeks to establish:

- that the school has an ethos which promotes race equality;
- there is a clear procedure for dealing with racial abuse and harassment;
- there are efficient procedures for monitoring racial abuse;
- the responsibility of the Head teacher is clear.

Ethos

Minchinhampton School aims to provide an education for all children, which is broad, creative and of high quality. It acknowledges the diversity of our society, which can enrich the curriculum and the social aspects of the school community in the varied culture and faiths of all its citizens.

The Department of Education encourages all schools to

'Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic background.'

Minchinhampton School will try to ensure that the culture and ethos of the school reflects this celebration of diversity. Whatever the heritage and origins of members of the school community, whether parents, visitors, staff, children or Governors, everyone will be treated with respect and will be equally valued. Pupils will be given the opportunities and experiences to understand, and celebrate diversity.

We aim to be pro-active and teach pupils about the importance of racial equality through our PSHE programmes of work.

We recognise that:

- the National Curriculum and Foundation Stage Curriculum are inclusive
- Citizenship offers opportunities to encourage respect for diversity
- It is important to celebrate festivals and diverse faiths.
- Minority ethnic groups include Travellers, Refugees and asylum seekers
- Immigrants and their descendants have made an important contribution to the life of this country
- Global Citizenship and its awareness is important at this time

- Strong home - school links and wider community links are vital in this process
- We have a duty to promote race equality and to counter anti-racism.

Procedure for dealing with racial abuse and harassment

Minchinhampton Primary School fully endorses the policy statement of Gloucestershire Council on dealing with racial harassment.

Gloucestershire Council is committed to eliminating all forms of discrimination, injustice and inequality. The Council aims to ensure that all members of the community are able to exercise their rights to services and employment.

The Guidelines are for the use of both adults and children in this school. They cover all children, from three to eleven years. They are also applicable to all members of staff, both teaching and non-teaching. They cover all those who help in the school in any way, and are equally applicable to students, work experience pupils and outside agencies.

The purpose of these Guidelines is to inform all people concerned in the life of this school of the need to act carefully and purposefully whenever there is an incident of Racial Abuse or Harassment.

Equal Opportunity is part of the ethos of this school and is implicit in all activities here. It underpins all that we do and these Guidelines are aimed to reflect this ethos.

Adults Dealing With Children

- Incident occurs
- What do you do?
- Children report the incident to an adult

Is the child distressed?

- Yes - Stay with the child. Send for another adult for help.
- No - Report the incident to a senior member of staff
- Report

Make a brief written report of the incident as soon as possible

- Give the time/date/incident/children involved/action taken
- Record to be kept on system.
- Head to speak with adults and children concerned as soon as possible on the same day
- Head informs parents by the most appropriate method - personally/letter/telephone

All actions should be logged/timed/dated in book.

- Report of incident sent to Gloucestershire .
- Class teacher and other staff involved to be notified as soon as possible

Group or individual counselling may be offered to those concerned, using the resources available

- Parents and relevant staff to be informed

- Subsequent meetings with parents may be required
- If the matter is not resolved at this stage, the log will be transferred to an individual ring binder/dated/timed.

A report will be completed and referred to Gloucestershire Council

If there is still no resolution, advice will be sought from outside agencies such as Education Welfare, Social Services and SARI.

Consultation between these agencies and parents may be necessary, serviced by the School.

At all stages - ACTIONS MUST BE RECORDED IN WRITING

- This also includes telephone calls, letters, and oral communication, together with comments, reactions and any subsequent incidents.
- All records will be kept in the school office in a confidential form.

GUIDANCE RELATING TO DISABILITY

The Special Educational Needs and Disability Act (or DDA Pt.IV) requires Minchinhampton School to anticipate the needs of disabled pupils and staff in general and to make "reasonable adjustments " to ensure that individuals are not substantially disadvantaged.'

The definition of disability is that set out in the Special Educational Needs and Disability Act, We use the term 'disabled' to refer to someone who has:

'a physical or mental impairment which has a substantial and long-term, adverse effect on his other ability to carry out normal day-to-day activities.'

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA definition of impairment to include hidden impairments such as severe dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- 'physical impairment' which includes sensory impairment;
- 'mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. In relation to normal day-to-day activity the test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

We recognize that individual cases need to be judged and responded to.

The school aims to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. So we do not have a "set of procedures for students with dyslexia" or a "set of procedures for visually impaired students": each person's needs are considered individually.

We aim:

- To provide a broad, balanced and enriched curriculum
- To ensure all pupils have access to an appropriate curriculum
- To inspire and motivate pupils to achieve their best in all that they do
- To provide experiences which enable pupils to see opportunities beyond their surroundings

We also aim to help secure the five main outcomes of the Every Child Matters agenda for each one of our pupils, that is:

- being healthy;
- staying safe;

- enjoying and achieving;
- being enabled to make a positive contribution;
- achievement of economic well-being

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society. Our school will not tolerate harassment of young people or adults with any form of impairment. This also includes those pupils who are carers of disabled family members or parents.

Accessibility Plan

The school's accessibility plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school. This is now part of the School Equalities Action Plan

Involvement and consultation

Minchinhampton Primary School has consulted with disabled pupils, staff and stakeholders in the development of our Disability Equality Scheme. This consultation took the form of questionnaires and meeting with a steering group. These consultations will be ongoing, in order to monitor the impact of our scheme and evaluate our actions to inform future planning.

Gathering Information

To meet the Disability Equality Duty, it is essential that we monitor aspects of school life to identify whether there is an adverse impact on children with disabilities.

The school monitors its provision in the following areas and pays regard to:

- The role of a school as a service provider – to meet the needs of the 'customer'
- Contact with parents and carers – paying due regard to any parents who cannot read newsletters and other communication from school
- Open evenings, concerts – we ensure that there is access to all school activities for any disabled friends or family

Meeting the six duties

At Minchinhampton Primary School we aim to meet the requirements of the 6 duties through:

1. Promoting equality of opportunity

- awareness raising and staff training;
- keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.
- Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning
- ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

2. Eliminating harassment and bullying

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;

- involving pupils themselves in combating bullying;
- reviewing school anti –bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of SEAL materials;
- using circle time, story time or assembly to investigate and address issue with pupils.

3. Promoting positive attitudes

- staff modelling respectful attitudes to disabled pupils, staff and parents;
- challenging negativity;
- ensuring where possible representation of disabled people in senior positions in the school;
- using curricula opportunities – SEAL/PSHE/RE;
- promoting positive images and representation in school books and other materials;
- celebrating key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- inviting disabled members of the community/organisations to talk to children.

4. Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- promoting positive images of disabled people participating.
- ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

5. Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

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

6. Making things happen

Action required to meet the Disability Equality Duty is included in the equalities and diversity action plan.