



EQUAL OPPORTUNITIES, AND NON-DISCRIMINATION POLICY

RATIONALE

Equal opportunity involves: -

- Giving all children equal access to the curriculum irrespective of their gender, sexual orientation, age, race, nationality, culture or disability; at Ludgershall Castle Primary School we aim to inspire **all** pupils to become enthusiastic lifelong learners.
- Treating fairly all staff, prospective employees and visitors to the school irrespective of their gender, sexual orientation, age, race, nationality, culture or disability.

We aim to develop personal integrity and honesty along with empathy and consideration for others. We encourage children to respect other races, religions and ways of life and to respond to others without prejudice.

We aim to create a dynamic and flexible learning environment, which is safe, healthy and caring, where **everybody** is happy and **equally** valued. At all times we endeavour to identify children with special needs and take appropriate action to meet these needs.

PURPOSE

We affirm commitment to Wiltshire County Council's Equal Opportunities Policy and aim to ensure that:

- Nobody in our school receives less favourable treatment because of race, religion, colour, nationality, ethnicity, age, sexual orientation, gender or disability; we celebrate diversity.
- All pupils have full access to the curriculum offered within the classroom and beyond.
- No unlawful act or unfair discrimination occurs.

BROAD GUIDELINES

- We make no gender distinctions in registering and seating pupils, lining up, physical education or any other curriculum activity. However, we try to avoid 'all girl' or 'all boy' tables (or areas on a carpet) or all of the boys being at the front of a line and all of the girls at the back for example. Children should be asked to line up in a variety of ways. Tasks should be non-gender specific, e.g. we do not ask for 'strong boys' to carry things and we involve **everyone** in tidying up.
- Through School Council we consider organisation of playground activities to ensure that there is fair access to the available space, e.g. Key Stage 1 pupils have priority at some times, football and netball are prioritised on different days.

- Games lessons should have boys and girls working together on basic skills and teams should reflect the diverse nature of the class/classes.
- We employ positive strategies to ensure that pupils participate in all activities, including those areas that have traditionally been associated with gender stereotyping e.g. sports, needlework, role-play, Design and Technology work with construction materials, food etc.
- It is important to ensure that we have high and equal expectations of both sexes when they participate in activities traditionally associated with a particular sex.
- Praise and rewards should be given to all those who make good progress or who make special effort in all areas of the curriculum, not just to those children who are the 'best' at a particular activity.
- In drama the children should be encouraged to take on a variety of roles.
- We provide opportunities for children to consider disability and related issues in a sympathetic and informed environment.
- We will ensure that all activities provided are suitable or could be adapted for the full participation of any disabled pupils we may have on roll. If the severity of the disability made it impossible to adapt such activities, then alternative worthwhile, meaningful activities would be provided for the disabled.
- We encourage visits and talks from people from other cultures, races and religions and backgrounds.
- Teachers endeavour to exhibit sensitivity in dealing with the range of racial, ethnic, cultural, social and religious differences experienced by children in their lives outside school. Where appropriate the richness and diversity of these external influences are brought into the children's curriculum studies.
- We seek to identify and support those children who have Special Educational Needs (SEN) through discussions between class teacher, Special Educational Needs Co-ordinator and parents. See SEN policy.

The Learning Environment

To provide a learning environment that is non-discriminatory we regularly review our range of literature, displays and teaching materials in order to provide positive role models that reflect the diversity of our modern society. This is a continuous process and members of staff are aware of the need to constantly evaluate the literature and materials being used and the content of their displays. New purchases are chosen with consideration of the issues of gender stereotyping and ethnic diversity. Where appropriate we purchase suitable literature and materials to support specific children and groups of children e.g. travellers and children who speak English as an additional language.

Equal opportunities are identified as an integral part of the planning process at every stage.

Staffing

The Governors always appoint the person they consider best suited for any vacant position and welcome applications from men and women from all ethnic backgrounds. There will be no discrimination on the grounds of race, religion, colour, nationality, gender, sexual orientation, age or disability. Opportunities for promotion and training are offered equably to all staff and, where selection needs to take place, this is objectively decided on the basis of ability.

DISABILITY NON-DISCRIMINATION

RATIONALE

Disability is defined by the Disability and Discrimination Act (1995) as a “physical or mental impairment which has a substantial and long-term adverse effect on ... ability to carry out day to day activities

At Castle Primary, we aim to create a dynamic and flexible learning environment, which is safe, healthy and caring, where **everybody** is happy and **equally** valued. We aim to develop personal integrity and honesty along with empathy and consideration for others.

PURPOSE

- We will make any reasonable adjustments to the physical environment at School so that no employees, children or members of the public are disadvantaged through inaccessibility.
- We will seek to ensure that any barriers to learning are promptly addressed to ensure that all children have full access to the curriculum.

BROAD GUIDELINES

- We provide opportunities for children to consider disability and related issues in a sympathetic and informed environment.
- We will ensure that all activities provided are suitable or could be adapted for the full participation of any disabled pupils we may have on roll.
- We plan our out-of-school activities and trips in such a way that pupils with disabilities can participate.
- We use appropriate language, that does not offend and we make children aware of the importance of language.
- We will liaise with relevant specialists and agencies to ensure individual pupils or employees are well supported.

We will make any reasonable adjustments to premises and/or employment arrangements for any staff members (current or potential) with a disability.

RACE EQUALITY

(Statutory policy, as listed in the Guide to the Law for School Governors)

RATIONALE

At Ludgershall Castle Primary School we aim for all children to:

- Be given the opportunity to achieve the highest possible standards.
- Develop a sense of personal and cultural identity whilst being receptive and respectful of the identities and beliefs of others.
- Develop knowledge, skills and understanding to participate in a multi-ethnic society.

We aim to develop personal integrity and honesty along with empathy and consideration for others. We encourage children to respect other races, religions and ways of life and to respond to others without prejudice.

We aim to create a dynamic and flexible learning environment, which is safe, healthy and caring, where **everybody** is happy and **equally** valued.

PURPOSE

We strive to eliminate all forms of racism and racial discrimination in our school, promote equality of opportunity and encourage good relations between people of different racial and ethnic backgrounds. We make regular assessments of pupils' learning and progress including monitoring attainment by ethnicity

BROAD GUIDELINES

- We all take responsibility for promoting race equality at Ludgershall Castle Primary School and will challenge any instances of racial bias or stereotyping.
- The Governing Body ensures that the school complies with race relations legislation and that this policy is reviewed and implemented.
- The Headteacher organises appropriate training for all staff so that they are aware of their responsibilities and makes sure that this theory is put into action.
- We treat any incidents of racial harassment with appropriate seriousness and anyone involved will be taken straight to the Head Teacher (or an Assistant Head Teacher if the Head is not available). A racist incident log book is kept in the Headteacher's office.
- Disciplinary action is taken against any staff or children who discriminate.
- Victims of racial harassment are supported by the school and, if appropriate, we seek help in this respect from external agencies.

The Learning Environment

Our learning environment aims to ensure equal access for all children and prepare them for life in a multi-cultural society. We use materials that reflect a range of backgrounds and provide opportunities for pupils to understand their own culture whilst appreciating others' beliefs and backgrounds. We employ a range of learning styles so that children learn to value working together.

Ethnicity of pupils and the Pupil Level Annual Schools Census

From January 2003, all schools will be expected to provide information on the ethnicity of their pupils using new ethnic categories, which are based on 2001 national population Census. This requirement will coincide with the annual collection of data for the Pupil Level Annual Schools Census (PLASC).

DISABILITY EQUALITY SCHEME

Three year period covered by the plan: 2024 – 2027

Introduction:

Duties under Part 5A of the Disability Discrimination Act 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 governing body 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 3 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; and
- 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 purpose and direction of the school's plan: vision and values

The Ludgershall Castle Primary School Community is dedicated to providing a range of inspiring and challenging experiences within a supportive, caring environment. Every child will have equal access to a broad, exciting curriculum, differentiated to meet individual needs.

OUR SCHOOL AIMS

- We want learning and teaching to be fun for all.
- We always 'have a go' and try our best; we celebrate our successes.
- We want to care for and respect everyone in school; everybody matters.
- We want school to be a safe place for everybody.
- We know right from wrong; we always try to be fair and make the right choices.
- We know that learning is for life, not just for children.
- We all want to be good citizens.

ACCESSIBILITY PLAN

1. How we have involved disabled people in developing this scheme:

We invited any parents who wanted to contribute to our scheme, through the school newsletter. We were particularly keen to involve any parents who had a disability, of any type or who had a child with a disability. We also wanted to involve anybody who uses or has used a wheelchair, so that we could consider accessibility issues together. Governors were also invited to contribute and we held a meeting which was also attended by the headteacher, the Special Educational Needs Co-ordinator, a disabled parent governor and the site manager at the time.

The areas covered were:

- Whether they considered themselves or their child to be disabled;
- Indicating the type of impairment they or their children had;
- Identification of possible barriers to full participation in school life; and
- Suggestions as to how we could reduce these barriers.

Following this meeting, the Parents' Focus Group were consulted and the draft scheme was shared with them as well as with all staff and governors. School Council were also consulted. The governor and site manager arranged a meeting to walk around the school to consider how possible barriers to full participation could be reduced.

This initial information gathering/ view finding exercise has highlighted **priorities** for the school's action plan. Some of these priorities involve finding ways to overcome identified **barriers**.

2. How we intend to gather information on the effect of our policies and practices on disabled people.

We have raised awareness of the definition of disability with pupils, staff, governors, parents/carers and other school users.

Improving our information base, and how to gather information on the effect of our policies and practices on disabled people, will be a targeted priority area in our first D.E.S. action plan.

a) Recruitment, development and retention of disabled employees

Staff were all sent a questionnaire. They were encouraged to reply anonymously if they chose to. This covered:

- whether they considered themselves to be disabled;
- indicating the type of impairment they had;
- identification of possible barriers to full participation in school life
- Suggestions as to how we could reduce these barriers.

The results of which fed into the school's action plan.

Even though there is no legal obligation to disclose a disability, the school has enabled all staff to feel comfortable about doing so e.g. by

- promoting awareness of the DDA and the legal protection that it offers;
- explaining why the information is needed
- explaining that disclosure can enable the school to make appropriate reasonable adjustments;
- reassuring staff of the confidentiality of their disclosure;
- raising awareness of the LA policy on harassment and bullying;
- promoting awareness of the support available to disabled members of staff; and
- looking at how the school encourages disabled applicants for posts?

The school has collected data on disabled employees to see how they are represented amongst different groups of employees. The groups we considered include:

- admin support
- teachers
- teaching assistants

- other support staff
- full or part-time staff
- permanent or temporary staff

Staff are encouraged to raise personal issues either at Performance Management Meetings or with the Headteacher when appropriate.

When recruiting and selecting new staff, Ludgershall Castle Primary School is an equal opportunities employer, therefore jobs are open to all candidates.

b) Educational opportunities available to and achievements of disabled pupils

We ensure that staff working with these pupils have a clear understanding of their particular needs and where appropriate have attended training to learn more about the need and work with outside agencies to ensure appropriate support.

Our key question for pupils in the school who have disabilities is **what reasonable adjustments do we make in order for them to have full access to life in school?**

We collect information on the disability of new pupils as part of our data collection process.

The school ensures pupils feel comfortable in raising issues or difficulties they have as a result of a health condition/impairment. We will ensure that there is a designated person as a first point of contact for any disabled child. The children are activity encouraged to tell their adult about anything that they are worried about or are finding difficult.

We have an assessment system in place so that progress data on disabled pupils for reading, writing, maths and science can be analysed in the same way as the data of all of our children.

How the school monitors information for disabled pupils on any of the following:

- **positions of responsibility held**

Two representatives from each class are elected as School Councillors. All pupils are encouraged to put themselves forward for these positions.

- **satisfaction /enjoyment levels in different school activities**

These are monitored closely by both Teaching Assistants and Class teachers.

- **levels of behaviour and anxiety**

Again, these are monitored closely by both Teaching Assistants and Class teachers. Where appropriate, aspects of behaviour are included on my Support Plans or Education and Health Care Plans (EHCPs) and clear targets and support identified.

- **areas of the school where they have no or impeded access.**

Staff are deployed to support the pupil in accessing these areas.

- **access to school trips.**

Trips are carefully planned to ensure that disabled pupils or pupils with medical needs are able to participate fully in school trips. We liaise with parents over day trips and hold a meeting with the parent to discuss the plans made for residential trips where the children will be away for several days. Residential centres are informed of needs. Staffing levels reflect the needs of pupils.

- **involvement in school and after-school clubs**

We operate an inclusive policy to clubs and encourage all children to join. Activities are differentiated appropriately.

- **explain how the school seeks feedback**

The school holds meetings for parents 3 times per year to inform them of progress made. At these meetings, the outcomes are reviewed for any children with My Support Plans or EHCPs. These meetings provide opportunities to get feedback from both the parents and the child. Pupils with EHCPs also have an Annual Review meeting. As we operate an 'Open Door Policy' we encourage parents to come and provide us with feedback or share concerns. Parents also use Class Dojo to liaise with staff.

c) Information on other disabled people using our services

Information on disabled access to the school is included in our school prospectus.

The school has:

- defined disability for parents/carers;
- explained why information is being requested; and
- reassured parents/carers about confidentiality of disclosure.

We have now developed formal methods of asking about any disability or health conditions that parents/carers might have.

3. We will use the information gathered to:

- develop an initial action plan
- inform subsequent schemes

4. How the impact of our school policies and practices will be assessed

In this section we will explain how the impact (or likely impact) of our policies and practices on disabled children and adults will be assessed and analysed. Existing mechanisms and practices should be used to ensure efficient use of resources.

Key policies such as the Learning and Teaching Policy, Behaviour Policy and Inclusion Policy are reviewed annually. Policies are referenced to other policies where appropriate to ensure that they promote equality of opportunity for disabled people and do not inadvertently disadvantage them. Staff and governors review our policies. Some policies are also sent to the Parents' Focus Group and School Council as part of the consultation process.

We plan on using the **School Action Team** in order to:

- identify and prioritise those policies and practices having an adverse effect for them;
- prioritise actions and to review the impact of the Action Plan; and
- ensure short term and long term impacts are assessed.

The **School Leadership Team** will:

- ensure that any disabled employees are represented amongst different groups of employees, whether appropriate adjustments and support are being put in place for disabled employees to enable them to return to work or continue in service.
- discuss the impact of our school's policies and practices on the opportunities and achievements of disabled pupils e.g. how well our disabled pupils are achieving, any formerly unrecognised barriers.

5. Action Plan: 2024 to 2027

This section explains the action our school will be taking in the next 3 years to meet the general duty and make practical improvements for disabled pupils and adults connected with our school.

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person (s)
'School Action Team' to continue to meet involving different stakeholders from the school community to consult on matters relating to disability equality.	<p>Invite representatives from staff, governing body, parents to join action group to meet 3 x a year in school.</p> <p>Group to be consulted on policies and practices, to discuss issues, prioritise actions and discuss impact of change.</p>	<p>Policies and practices promote equality of opportunity for disabled people.</p> <p>Consultation of group reflects that levels of understanding about different disabilities are high and attitudes to disabled people are positive.</p>	Ongoing - 3 x a year each year.	Headteacher (Andy Bridewell)

Dates for future 'School Action Team' meetings (Headteacher/Equality Governor/ SENDCo): TBA (3 times per year).

Senior Member of Staff Responsible: Andy Bridewell (Headteacher)

Governor Responsible: Julie Walker

(All actions detailed must be taken unless it is unreasonable or impractical to do so, in which case these reasons must be identified.

IMPLEMENTING AND MOTORING

This policy will be reviewed every 3 years to ensure that it continues to meet the general principal.

Date Approved: June 2024

Approved By: Governing Body

Next Review Date: June 2027

Version No.: 2

Appendix 1

Definition of disability

A disability is a physical or mental impairment which has a substantial and long term adverse effect on somebody's ability to carry out normal day-to-day activities.

This definition was amended 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 recognized has been removed.
- Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.