



## Disability Equality Policy and Action Plan with Equal Opportunities Policy

Approved by the Directors: October 2022  
(Pending review)

---

### ***School Mission Statement***

***“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”***

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

---

### **1. School Ethos, Vision & Values**

This 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.

\*\* See also: Equal Opportunities Policy

#### **1.1 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 amended and broadened in December 2005 under the 2005 Disability Amendment Act and Equalities Act 2010:

- 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 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

#### **1.2 Schools Strategic Priorities**

This Duty meets the strategic priorities of the school in terms of facilitating the personal development and well-being of every student and raising performance. It also fulfils the requirements of our Mission Statement

#### **1.3 Strengths and Weaknesses**

Identify strengths and weaknesses of the school in promoting disability equality

### **2. 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)

### **3. 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.

\*\* See attached Disability Equality Scheme Action Plan.

#### **3.1 Involvement of Disabled People in Developing the Scheme**

Disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in consultations and surveys to develop the scheme. In the light of this, provision has been made for a 'safe area' for vulnerable students at break and lunchtime, with adult supervision

#### **3.2 Developing a voice for disabled students, staff and parents/carers**

*We will continue to consult with disabled students, staff and parents / carers as the action plan rolls out*

#### **3.3 The Governing Body**

The Governing Body already has members with a disability and warmly welcomes others to consider becoming Directors. Meetings are always held in an accessible ground floor room

#### **3.4 Removing barriers**

*\*\* See the School Disability Access Plan*

#### **3.5 Disability in the Curriculum, including teaching and learning**

A key objective of the action plan is to promote greater understanding of disability among learners which will benefit society at large

#### **3.6 Eliminating harassment and bullying**

*\*\* See School Bullying Policy*

#### **3.7 Reasonable Adjustments**

Breaktime and lunchtime safe room is proving successful. Planning of residential visits will need careful attention

### **3.8 School Facility Lettings**

Disabled parking is available for use by the community and the school will advise and support on all issues of accessibility to the building

### **3.9 Contractors & Procurement**

All external contractors are required to support and promote disability

### **3.10 Information, Performance and Evidence**

- a. **Pupil Achievement** *The school will monitor and review information specifically on student who are disabled to ensure progress*
- b. **Learning Opportunities** *The school will work with the Connexions PA and other agencies to ensure the full measures of educational opportunities are available to disabled students*
- c. **Admissions, Transitions, Exclusions (including SEMH)** The school will monitor figures to ensure that children with disabilities are neither under-represented or over-represented in these categories
- d. **Social Relationships** *The school will continue its 'Inner Ring' programme to improve social relationships between disabled pupils and non-disabled pupils and monitor progress*
- e. **Employing, promoting and training disabled staff** The school will ensure there is no difference in the opportunities for employment, progression and training between disabled and non-disabled staff

### **3.11 Impact Assessment**

The school is committed to an annual assessment of the impact of policies, procedures, functions and practices of the school on disability equality and improving these when necessary.

This will include feedback from pupils with a disability and also their parents and / or carers

### **3.12 Reviewing / Monitoring**

The scheme will be reviewed and publicly commented upon each year and revised at least every three years. The school will continue to consult with disabled people in the production, setting targets and monitoring of the scheme

## Disability Equality Action Plan 2022 – 2023

TARGET	RESOURCES	STAFF RESPONSIBLE	BY WHEN	SUCCESS CRITERIA
1. Audit and amend policies to ensure that there is no disability discrimination	Meeting time	Appropriate committee meeting	Ongoing	Policies include provision for the prevention of disability discrimination
2. Review teaching strategies across the school to ensure learning strategies and materials are suitable for all abilities	HoFs meeting time	SLT and HoFs	Ongoing	Learning materials have been reviewed Feedback from learners indicate materials and teaching styles are suitable
3. Key achievement data for learners is analysed and action plans for improvements are produced	Meeting time	HoFs	After each data collection	Achievement and success is increased in key areas
4. Ensure options process is inclusive and accessible	Preparation of Options Booklet	SLT with Heads of School	Annually	Options process encourages accessibility and participation
5. All marketing and school literature is monitored to ensure equality and accessibility	Meeting time, cost of new literature	SLT	Ongoing	All new materials have been monitored and amended where required
6. Monitor all staff recruitment and progress and assess policies for negative impact on employees	Meeting time	Directors' Curriculum and Personnel Committee	Ongoing	Directors are satisfied that the school's duty is being met
7. Monitor active student involvement in the spiritual life of the school	Meeting time	Chaplaincy Committee	Annually	Participation reflects the composition of the school community and

The Equal Opportunities Policy is a commitment by the school and its Governing Body, to the promotion of equality of opportunity in all areas of school life. St Bede's Inter-Church School will promote, by all means within its power, attitudes and actions which will actively assist in the creation of harmony in the lives of all involved in the school, and which will acknowledge each individual's dignity and worth. Equally the school will resist anything which will in any way detract from such dignity and worth on the grounds of gender, race, religion, culture or disability.

## **1. Attainment and progress**

- 1.1 our aim is to ensure all students achieve standards of the highest levels. Student achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background
- 1.2 Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support
- 1.3 The school will ensure, where possible, that assessment is free of gender, cultural and social bias
- 1.4 Students are encouraged to take responsibility for their own learning through regular self-assessment
- 1.5 Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue
- 1.6 All forms of achievement are recognised and valued

## **2. Attitudes, behaviour, personal development and attendance**

- 2.1 The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any group will not be tolerated
- 2.2 There is high expectation of all students with regard to behaviour and attendance
- 2.3 All forms of harassment, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies, and in line with the Cambridgeshire Code of Practice for Racial Harassment
- 2.4 Students, staff and parents are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline
- 2.5 The school works in partnership with parents and the community to tackle specific incidents of harassment and to develop positive attitudes to difference
- 2.6 Staff members receive regular training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy
- 2.7 It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour
- 2.8 Students are encouraged to become independent and to take responsibility for their own behaviour
- 2.9 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background
- 2.10 The school and families are aware of their rights and responsibilities in relation to student attendance and absence is followed up by appropriate personnel who are aware of community issues

## **3. Teaching**

- 3.1 All students are encouraged to become responsible for their own learning
- 3.2 Teaching is responsive to students' different learning styles in order to engage all students
- 3.3 The teacher ensures that the classroom is an inclusive environment in which students feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them

- 3.4 Teaching styles include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks
- 3.5 Student grouping in the classroom is planned and varied
- 3.6 Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities
- 3.7 Resources and displays reflect the experience and backgrounds of students, promote diversity and challenge stereotypes in all curriculum areas
- 3.8 All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school

#### **4. Curriculum**

- 4.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes
- 4.2 All students have access to the mainstream curriculum
- 4.3 The curriculum builds on students' starting points and is differentiated appropriately:
  - for students with English as an additional language
  - for students from minority ethnic groups, where necessary
  - for students with Special Educational Needs and Disabilities
- 4.4 The content of the curriculum reflects and values cultural diversity
- 4.5 The curriculum encourages students to explore bias and to challenge prejudice and stereotypes
- 4.6 All subjects contribute to the spiritual, moral, social and cultural development of all students
- 4.7 Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture
- 4.8 Informal events are designed to include the whole school community and at times will target minority or marginalised groups

#### **5. Leadership and management**

- 5.1 All school policies reflect a commitment to equal opportunities
- 5.2 The management of the school and the Governing Body set a clear ethos which reflects the school's commitment to all its students and staff
- 5.3 Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and wider community
- 5.4 All staff members are consulted in the decision making process
- 5.5 Additional grants and resources (such as those provided for Traveller students and for those with English as an additional language) are appropriately targeted and monitored

#### **6. Staffing**

- 6.1 All staff, including non-teaching and part-time staff are given status and support
- 6.2 The induction of new staff addresses issues of equality
- 6.3 Staff training and handbooks include equal opportunities issues
- 6.4 All members of staff have access to Staff Training which will enable professional development
- 6.5 Recruitment and selection procedures are fair and equal
- 6.6 Staff reflect ethnic and gender diversity at all levels
- 6.7 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge

- 6.8 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community

## **7. Partnership with parents and the community**

- 7.1 All parents are encouraged to participate at all levels in the full life of the school
- 7.2 Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups
- 7.3 Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms

## **8. Monitoring and review**

- 8.1 All members of staff and the Governing Body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated on an annual basis by the Headteacher