



# The Discovery School Equality Policy

## Statement of purpose

In accordance with our school values, we at The Discovery School pledge to respect the equal human rights of all our pupils, and to educate them about equality. We will be proactive in enhancing the lives of all disabled stakeholders, children, employees, volunteers and parents.

- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.
- We will protect stakeholders from harassment or victimisation on the grounds of **disability, race, gender** or sexual orientation.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Equality Act 2010.

The Discovery School is committed to The United Nations' Convention on the Rights of the Child (UNCRC) which is an international statement of the civil, political, economic, social and cultural rights of children. This promotes every child's right to be healthy, to be educated, to be treated fairly, to be listened to and to have a childhood protected from violence.

The UNCRC is underpinned by 4 principles:

- Non-discrimination
- Commitment to the best interests of the child
- The right to life, survival and development
- Respect for the views of the child

## Monitoring and reviewing equality objectives

We set, review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve representatives from all school stakeholders when reviewing these.

## The School Context

The school building is modern and has been designed to make life less difficult for people with physical disabilities. All classrooms are on the ground floor, although classrooms in the Foundation Stage are at a higher level. The schools' expressed intention is that if a child, employee or parent's disability prevented them having full and

easy access, then the function of different areas would be changed to accommodate them. The Discovery School was completed for opening in September 2003 and was at that time compliant with DDA requirements.

- Disabled parking spaces at the front of the school. If necessary vehicles may be driven across the entrance path to the main entrance door.
- All doors in the school are wheelchair accessible.
- All corridors are very wide.
- There is a very large disabled toilet with low sink and baby change area.
- There are 6 disabled and wheelchair accessible toilets throughout the school.
- There is a designated care suite with a full size physio bed and wet room.
- All doors are demarked in the corridor flooring with metre square of different coloured flooring.
- The classrooms all exit onto the outside area.
- All fire alarms are visible and audible.
- All fire exits are well signed and lit.
- The floors, walls and furniture are differentiated in different colours for the partially sighted.
- The KS1 Atrium area may be accessed by slope or stairs.
- Lighting is good throughout the school.
- The play areas are flat or on a very slight slope which would be easily accessed by wheelchair users or those with mobility difficulty.
- The school has a medical room with lockable medicine cabinet, bed, sink and fridge.

### **Responsibilities**

The **Governing Body** is responsible for:

- Ensuring the school complies with all relevant equality legislation.
- Ensuring that the school Equality Scheme and its procedures are followed.

The **Head Teacher** is responsible for:

- Making sure that the school Equality Scheme and its procedures are followed.
- Making sure that the school Equality Scheme clearly outlines how it will deal with issues of race, disability and gender equality.
- Producing regular information for all staff and governors about the scheme and how it is working.
- Making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed.
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

The **Head Teacher** has overall responsibility for dealing with bullying, hate-incidents or discrimination.

All **staff** are responsible for:

- Dealing with racist, homophobic and other hate incidents.
- Being able to recognise bias and stereotyping.
- Promoting equal opportunities and good race relations.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- Keeping up to date with laws on discrimination.
- Taking up training and learning opportunities.

**Children, visitors** and **contractors** are responsible for following and upholding the principles underpinned by our Equality Policy and Single Equality Scheme.

Reviewed September 2023

## **Race Equality**

The school will collect data on children's ethnicity in order to allow it to monitor any underperformance of an individual ethnic group.

The school will faithfully monitor and report incidents of racism to the local authority.

The school will ensure that its selection procedures do not exclude people from ethnic minorities.

The school will ensure that its Admission Policy is fair and does not exclude pupils on the grounds of race or ability.

Members of staff will provide positive role models of good race relations.

## **Disability Equality**

The Equality Act 2010 determines the positive duty on schools to promote equality for all, including disability equality. Schools must be proactive in promoting disability equality for pupils, employees and other service users e.g. parents. This duty is central to improving the experiences and outcomes of disabled people in the education system. The prime responsibility for making sure the duty is met lies with the Governing Body.

We also implement an Accessibility Plan designed to:

- Increase the extent to which pupils with a disability can participate in the curriculum and school life
- Improve the physical environment and; improve the availability of accessible information to disabled pupils

## **The General Duty**

We must have due regard to the following six areas in the operation of our school:

- Promote equality of opportunity between disabled and non-disabled people.
- Eliminate unlawful discrimination.
- Eliminate harassment of disabled persons that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
  - Take steps to take account of a disabled person's impairments even where this involves treating the disabled person **more favourably** than other people. We will achieve this by ensuring that every pupil receives the full curriculum and is helped to participate in all school activities, including trips. We will ensure that we will do our best to ensure that the physical provision of the school does not prevent a disabled person having full access.

## **Definitions**

The Equality Act defines a disabled person as someone who has:

***“A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.”***

- “Physical impairment” includes sensory impairment.
- “Mental impairment” includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- “Substantial” means more than minor or trivial.
- “Long term” is defined as 12 months or more.
- This definition includes a wide range of impairments such as dyslexia, autism, speech & language impairments and attention deficit hyperactive disorder. These will only be defined as a disability if the effect on the child’s ability to carry out day to day activities is substantial and long term, as defined above.

## **Information Gathering**

A questionnaire is sent to all stakeholders to help us ensure that we know of any persons with a disability and have been able to make suitable provision for them (Appendix 1).

The Governing Body will take all reasonable steps to ensure that it uses the resources available to it to rectify any deficiency or will contact the local authority for advice.

## **Gender Equality**

To avoid gender stereotyping at The Discovery School;

- Children will not be grouped or split for any activity according to their gender (apart from changing for physical activities in Key Stage 2).
- Gender neutral resources will be utilised
- Performance of different gender groups will be monitored to check for underachievement.
- Vulnerable groups will be monitored to check for low self-esteem and underperformance.
- We will have an effective anti-bullying policy to protect children from harassment or sexist bullying.
- We will ensure that girls see strong role models of successful women.
- We will promote equality of opportunity for both men and women ensuring that employment opportunities are openly advertised and fair and safe recruitment practices followed.
- We will ensure that part-time staff, who are predominantly female in our school, will not be treated less favourably than their full-time peers.
- We will have an effective sex and relationships policy and curriculum.

## **Monitoring and Review of this the policy:**

We review the information about equalities in the policy annually and make adjustments as appropriate.

**THE DISCOVERY SCHOOL**

**DISABILITY EQUALITY QUESTIONNAIRE**

Please complete the questions below and return in the envelope provided. By completing this questionnaire we will know more about how we are meeting the needs of our community.

**All information collected will be treated in confidence.**

Your name (Print) \_\_\_\_\_

Your child's/children's name(s)  
\_\_\_\_\_

**Please circle your answer**

1. Is there adequate parking at The Discovery School for users who have a disability?

Yes    No    Don't know

2. Is the building as accessible as possible to students, parents and staff?

Yes    No    Don't know

3. Do staff help to make the environment accessible to parents who have a disability?

Yes    No    Don't know

4. Are the signs in the building clear and helpful?

Yes    No    Don't know

5. Is information available to parents, students, staff and visitors in a format which can be more accessible if it is required?

Yes    No    Don't know

6. Do you have a disability?

Yes    No

7. Does your child have a disability?

Yes    No

If "yes to either 6 or 7, what is the nature of the disability?

Thank you

