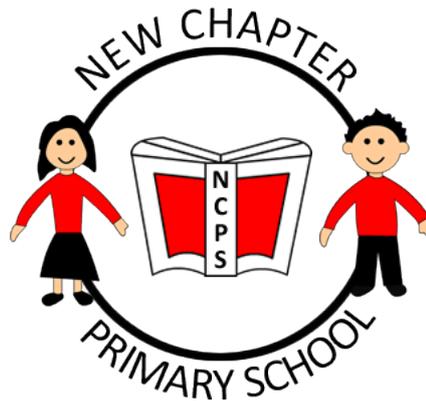


Milton Keynes Education Trust

New Chapter Primary School



DIVERSITY & EQUALITY POLICY

Date approved by Board of Governors	September 2017
Committee	LTW
Review date - Annual	September 2019
Responsible officer	Headteacher / SENCO

Revision	Date	Author	Comments
	23.08.18	JM	Introduction of control panel / reformatted
1.4	23.08.18	JM	Add other policies to be read in conjunction with policy
1.2	23.08.18	JM	Added Staff and pupils
2.5	23.08.18	JM	Added information regarding Access Plan
5.3	23.08.18	JM	Changed name of committee
9.2	23.08.18	JM	Added via the creative curriculum

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Section 1 Context

- 1.1 New Chapter Primary School has a duty to promote equality of opportunity. The promotion of this equality is enshrined in this policy and reflected in the school's ethos.
- 1.2 The spirit of this policy applies to everyone on site, including staff, pupils, parents, visitors, partners and contractors.
- 1.3 New Chapter Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.
- 1.4 This policy document is to be read in conjunction with the following policies: MKET's Equal Opportunities Policy, SEN Policy, Safe to Learn Policy, Behaviour Management Policy, Recruitment Policy, Code of Conduct and Staff Handbook.

Section 2 Statutory and Legal Requirements

- 2.1 This overarching policy covers the General Public Sector Equality Duty (PSED), specified in the Equality Act 2010 and the Equality Act 2012 (specific duties) Regulations 2011.
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
<http://www.legislation.gov.uk/uksi/2011/2260/contents/made>
- 2.2 This policy encompasses the racial equality duty, the gender equality duty and the duty to promote disability equality.
- 2.3 The policy's equality objectives address New Chapter Primary School's duties under new equality legislation, up to and including the Equality Act 2010.
- 2.4 This policy has been devised to enable New Chapter Primary School to meet its general duty in:
 - a) Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct;
 - b) Advancing equality of opportunity between those who have a protected characteristic and those who do not;
 - c) Fostering good relations between those who have a protected characteristic and those who do not.
- 2.5 We do this by:
 - a) Providing a secure environment in which all our children can flourish and in which all contributions are valued;
 - b) Including and valuing the contribution of all families to our understanding of equality and diversity;
 - c) Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
 - d) Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;

- e) Making inclusion a thread that runs through all of the activities of New Chapter Primary School. The school's Access Plan addresses its duty under the Special Educational Needs and Disability Act (SENDA) 2001.

Section 3 Principles

- 3.1 New Chapter Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic.
- 3.2 Under the Equality Legislation, the school will have regard to the following protected characteristics: **age, disability, race, gender, religion or belief, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity.**
- 3.3 The school will tackle discrimination in its different forms which apply to the above protected characteristics, most notably with regards to the four legally-defined types of unlawful behaviour:
 - a) direct discrimination
 - b) indirect discrimination
 - c) harassment
 - d) victimisation.
- 3.4 We are committed to having 'due regard' to equality when making a decision or taking an action which may have implications for people as described above. E.g. those with protected characteristics.
- 3.5 In fulfilling our legal duties, we are guided by further principles which are reflected in our Code of Conduct, school motto, and vision and ethos for the school:
 - a) Every pupil should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
 - b) Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful to other identities;
 - c) Every pupil should develop the knowledge, understandings and skills that they need in order to participate in the wider world and to meet its challenges as independent individuals, responsible citizens and members of a community at local, national and international levels.

Section 4 Aims

- 4.1 To prepare pupils for the opportunities, responsibilities and experiences of adult life and to prepare them to live harmoniously in a diverse society.
- 4.2 To raise awareness of equal opportunities and eliminate discrimination within the school community.
- 4.3 To support the school's principles of excellence, relevance and access.
- 4.4 To ensure access to the school's premises, curriculum and extended provision for all pupils.

- 4.5 Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and improve the availability of accessible information to disabled pupils.

Section 5 School Procedures

- 5.1 All incidents involving discrimination (and this is in the view of the person who has been the victim of any offence as well as that of the school) should be reported, either to the child's class teacher, a member of the Pastoral team or a member of the Leadership Team.
- 5.2 All racist incidents are reported through the school's system of green forms which are reported to Governors on a termly basis.
- 5.3 Equalities information will be reported termly to the Learning, Teaching and Wellbeing Committee of the Governing body.

Section 6 Admissions

- 6.1 New Chapter Primary School welcomes applications from the whole community.
- 6.2 We base our admissions policy on a fair system.
- 6.3 We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions.
- 6.4 We practice Equal Opportunities that are accessible to all.
- 6.5 We do not tolerate discriminatory behaviour by staff or parents and will take appropriate action should this happen.
- 6.6 Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner.
- 6.7 We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability.
- 6.8 We have ensured that action plans are developed for children and parents with disabilities so that they can participate successfully in the activities offered by New Chapter Primary School and within the curriculum that is offered.
- 6.9 We advertise our school widely in the local community and have a website that is kept up to date.

6.10 We aim to provide information in clear, concise language, whether written or spoken

Section 7 School Curriculum

7.1 The curriculum offered at New Chapter Primary School encourages children to develop positive attitudes about themselves as well as to people who are deemed different from themselves.

7.1 Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to: beliefs, disability, ethnicity, gender, race and religion.

7.2 We do this by:

- a) Making children feel valued and positive about themselves through the curriculum;
- b) Ensuring that all children have equal access to learning;
- c) Recognising the different learning styles of children, therefore making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- d) Avoiding stereotypes or derogatory images in the selection of books or other visual materials used within the school building;
- e) Celebrating a wide range of festivals through our teaching and learning of other cultures and religions;
- f) Creating an environment of mutual respect and tolerance;
- g) Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable, ensuring they learn from such incidences;
- h) Ensuring that the curriculum offered is inclusive of children with special educational needs and disabilities;
- i) Ensuring that children learning English as an additional language have full access to the curriculum and are supported within their learning – across all areas of the curriculum;
- j) Data is collected with regards to the attainment and achievement of all pupils to inform the planning and provision of support to individuals and groups of pupils;
- k) We recognise the specific assessment needs of pupils with additional needs such as SEND and EAL.

Section 8 Valuing Diversity in Families

8.1 At New Chapter Primary School, we welcome the diversity of family lifestyles and work with all families.

8.2 We encourage parents/carers to take part in the life of New Chapter Primary School and to contribute fully.

8.3 For families who speak languages in addition to English, we will develop plans to ensure their full inclusion.

Section 9 Food and Dietary Needs

9.1 We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible.

9.2 We endeavour to help children to learn (through curriculum links via the creative curriculum) about a range of food and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Section 10 Celebrations, Trips and Visits

10.1 At New Chapter Primary School, we publish and communicate all information surrounding celebrations, trips and visits through a variety of means, including our weekly newsletter, the school website and E-schools which all parents have access to.

10.2 Parents/ carers are strongly encouraged to join in with celebrations such as class assemblies and our 'Fabulous Finish' events.

Section 11 Employment

11.1 All vacancies within New Chapter Primary School are advertised, with all applicants being judged against explicit and fair criteria, with applicants being welcome from all backgrounds.

11.2 The applicant who best meets the criteria is offered the post, subject to references and DBS checking, in order to ensure a fair selection process.

11.3 All job descriptions include a commitment to equality and diversity as part of their specifications.

11.4 We robustly monitor our application process to ensure that it is fair and accessible.

11.5 We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.

11.6 We do not ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.

Section 12 Staff Training

12.1 All staff at New Chapter Primary School will have their professional development needs met in relation to this agenda.

12.2 This includes staff across all sections (teaching, support, office staff, etc) and support that will be provided to meet their training needs as outlined in our School Development Plan.

12.3 New and temporary staff will be made aware of our Equality, Diversity and SEND Policy and other practices in relation to this.

Section 13 Roles and Responsibilities

13.1 Everyone who is associated with New Chapter Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

13.2 Our Governors are responsible for:

- a) Providing leadership and drive for the development and regular review of the school's policies;
- b) Providing leadership and ensuring the accountability of the Headteacher and the Senior Leadership Team for the communication and implementation of school policies;
- c) Ensuring a consistent response to incidents E.g. incidents of bullying and/or racism;
- d) Making sure the school complies with all current equality legislation;
- e) Making sure this policy and its procedures are followed;
- f) Making sure that the school has up-to-date Equality Schemes and Action Plans.

13.3 The Headteacher is responsible for:

- a) Initiating and overseeing the development and regular review of equality policies and procedures;
- b) Consulting pupils, staff and stakeholders in the development and review of the policies;
- c) Ensuring the effective communication of the policies to all pupils, staff and stakeholders;
- d) Ensuring that staff are trained as necessary to carry out the policies;
- e) Overseeing the effective implementation of the policies;
- f) Holding subject leaders accountable for effective policy implementation;
- g) Providing appropriate role models for all staff and pupils;
- h) Providing opportunities and mechanisms for the sharing of good practice;
- i) Taking appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents E.g. bullying and racist incidents;
- j) Ensuring that the school carries out its statutory duties effectively.

13.4 Whole school staff are responsible for:

- a) Proactively following this policy and any associated guidelines;
- b) Providing role models for pupils and the wider community through their own actions;
- c) Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping;
- d) Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances;
- e) Keeping up to date with the law on discrimination and undertaking training and learning opportunities offered to them.

13.5 Our pupils are responsible for:

- a) Treating others appropriately and fairly, without prejudice, discrimination or harassment;
- b) Attending and engaging in their own learning as well as helping other pupils to learn;

- c) Telling staff about any prejudiced related incidents that occur.

13.6 Our parents are responsible for:

- a) Supporting New Chapter Primary School in its implementation of this policy;
- b) Following the school policy through their own behaviour;
- c) Ensuring their children attend and engage in the learning;
- d) Telling staff about any prejudice related incidents that occur.

13.7 Visitors and contractors are responsible for:

- a) Knowing and following our policies.

13.8 Headteacher

13.1 Responsibility for overseeing equality practices in the school lies with the Headteacher.

13.2 Responsibilities include:

- b) Co-ordinating and monitoring work on equality issues
- c) Dealing with and monitoring reports of harassment including racist and homophobic incidents
- d) Monitoring the progress and attainment of vulnerable groups of pupils E.g. Black and minority ethnic pupils, including Gypsies, Roma and Travellers
- e) Monitoring exclusions

Section 14 Breaches of the Policy

14.1 Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

14.2 Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

14.3 Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.

14.4 Claims of discrimination must be made within 6 months of the date of the act to which the claim relates.

Section 15 Monitoring and Evaluation

15.1 As part of the monitoring and evaluation procedure, we will monitor:

- a) The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement /under – achievement;
- b) The exclusion and other aspects of the behaviour management system by protected characteristics;

- c) The teaching and learning to ensure all pupils' needs are met - irrespective of their background and that challenging targets are set for all children;
- d) The curriculum and teaching resources to ensure that pupils' experiences are broadened, and they are prepared for life in a diverse society;
- e) The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity within wider society;
- f) Incidents of racist and homophobic behaviour and the way the school handles and reports them;
- g) The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and/or linguistic heritages;
- h) The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for all pupils.

ANNEXE 1: Equality Act 2010 - DfE Advice for school leaders, school staff, governing bodies and local authorities

<p style="text-align: center;">EQUALITY ACT 2010</p> <p style="text-align: center;">ADVICE FOR SCHOOL LEADERS, SCHOOL STAFF, GOVERNING BODIES AND LOCAL AUTHORITIES</p>

ABOUT THIS ADVICE

This is non statutory advice from the Department for Education. It has been produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act.

On 1 October, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to aware of.

EXPIRY/REVIEW DATE

This advice will next be reviewed before April 2012, when schools are required to publish information under the new Specific Duties for the first time

WHO IS THIS ADVICE FOR?

This advice is for:

- School leaders, school staff and governing bodies in maintained schools and Academies but may also be useful for local authorities and parents.

KEY POINTS

- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
- Schools that were already complying with previous equality legislation should not find major differences in what they need to do. However, there are some changes that will have an impact on schools as follows:

New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.



Access Plan: 2018 - 2019

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Access Area	Objectives	Actions	Person Responsible	Frequency and Timescale
Access to a broad and balanced curriculum	Ensure the school is aware of the needs of vulnerable groups.	<p>Ensure all staff are aware of vulnerable groups and the needs of individual children.</p> <p>Ensure baseline testing takes place as soon as new arrivals are settled – data to be disseminated to DHT, SENCo, Class teachers.</p>	SENCo) EAL) Pastoral) Staff	Ongoing with termly to annual reviews
	Ensure all children are adequately equipped to access the curriculum.	<p>Review of equipment, resources, hardware and software – replace where necessary.</p> <p>Review of curriculum outcomes/course requirements of curriculum.</p> <p>Individual provision maps identified where appropriate.</p> <p>Clear differentiation evident within the curriculum.</p> <p>SEND and additional Wave 2 interventions to take place during the afternoons to narrow gaps in learning.</p>	Curriculum Leads SENCo)	Ongoing Annual review at the end of the academic year
	Develop staff practice in differentiating the curriculum.	<p>Identify staff needs</p> <p>Staff have access to regular CPD</p> <p>Dyslexia friendly schools, Speech and Language Support: Makaton / PECS / Elkan, ASD support, Deaf Friendly Schools.</p>	Staff SENCo)	Ongoing
	Ensure the PE curriculum is accessible to all.	<p>Review of curriculum</p> <p>Review of ongoing uptake and involvement and issues that arise within lessons.</p> <p>Ensure all children have access to extra – curricular clubs, including those of a sporting nature.</p>	Team SENCo)	Ongoing Reviewed on a termly basis
	Ensure the curriculum includes disability issues.	<p>Review curriculum and identify gaps</p> <p>Curriculum developed to plug gaps</p> <p>Check in circles / ethos assemblies / visits to incorporate disability as part of the planned themes</p>	Curriculum Team Teachers SENCo)	Reviewed as part of curriculum audits on an ongoing basis

Business Area	Objectives	Actions	Person Responsible	Review Sources and Timescale
	Ensure there is appropriate and adequate access of ICT for pupils with SEND and disabilities.	<ul style="list-style-type: none"> Review purchasing of ICT of key covers in yellow on selected computers for VI pupils 	<ul style="list-style-type: none"> HT SENCo) 	<ul style="list-style-type: none"> Being reviewed on an individual basis
	Ensure all school trips and visits are accessible to all.	<ul style="list-style-type: none"> Trips and visits policy to be followed All venues are appropriately risk assessed prior to committing to the trip / visit Parents will be asked to support if additional support is required 	<ul style="list-style-type: none"> Leader SENCo) 	<ul style="list-style-type: none"> Being reviewed on an individual bases depending upon the venue, activities involved and staffing capacity
	Ensure equal participation in breakfast club and after school clubs.	<ul style="list-style-type: none"> Encourage participation in all activities, ensuring fair allocation of places, Promote awareness Ensure activities are accessible Ensure that there is sufficient cover – additional top up funding may have to be applied for where additional support is required. 	<ul style="list-style-type: none"> Team Leads SENCo) 	<ul style="list-style-type: none"> Being
Physical Environment	Ensure there is appropriate disability access to the main hall.	<ul style="list-style-type: none"> Ensure wheelchair access and appropriate portable ramp is set up by one of the site agents when people using wheelchairs visit school and need to gain access to the main hall. 	<ul style="list-style-type: none"> Team SENCo) 	<ul style="list-style-type: none"> Being Only maintenance checks of the portable ramp
	Ensure all areas of the school are always adequately visible and accessible.	<ul style="list-style-type: none"> Ensure and maintain external lighting is working effectively Ensure external lighting is coming on at appropriate times Check raised walkways are in good condition Ensure gritting on all raised walkways is carried out in adverse weather conditions. 	<ul style="list-style-type: none"> Team Team Team Team SENCo) 	<ul style="list-style-type: none"> Being: special consideration during winter months.
Physical Environment	Ensure classrooms are accessible to all pupils – including those with physical / medical needs.	<ul style="list-style-type: none"> Classrooms in accordance to pupil need as outlined in care plans (where required) Organise resources within classrooms to reflect individual pupil needs. Consideration given to hearing / visually impaired and those with physical needs. Use of visual cues. E.g. timetables and emotional thermometers Designate 'traffic' areas around children with specific needs 	<ul style="list-style-type: none"> SENCo) Teachers Teachers Staff 	<ul style="list-style-type: none"> Monitored throughout the academic year.

Business Area	Objectives	Actions	Person Responsible	Resources and Timescale
		<p>Ensure furniture meets the needs of the child e.g. height of chairs / tables</p> <p>Ensure resources meet the needs of the child e.g. pencil grips, scissors.</p> <p>Ensure if children require it, then they have easier access to toilets.</p> <p>Where deemed possible, children with physical needs to be taught in classrooms on the ground floor.</p>	<p>Staff</p> <p>Staff Team</p> <p>Staff</p> <p>Staff</p> <p>Staff</p>	
Evacuation Procedures	Ensure all vulnerable pupils can be safely evacuated – taking into account their individual physical needs.	<p>Emergency Evacuation plan in place – fire routes are suitable for all pupils</p> <p>Staff are aware of children who may have difficulty and therefore require support when evacuating the building due to medical / physical needs.</p> <p>Ensure PEEP plans in place for children with specific physical difficulties and where deemed necessary to specific children.</p> <p>Evacuation drill occur termly, and timings reported to GB Wellbeing committee</p>	<p>Site (SENCo)</p> <p>Staff</p> <p>SENCo)</p> <p>Team Staff</p>	ongoing: reviewed as part of individual care plan process
Provision for medical and physical needs	Maintain the implementation of risk assessments for children with medical and /or physical disabilities.	<p>Assessments are undertaken for the areas that the children with medical and/or physical difficulties with questions posed such as:</p> <p>What are the main difficulties and how might the child be affected by them?</p> <p>What safety measures / improvements can be made to reduce risks to an acceptable level?</p> <p>What steps will be taken in an emergency?</p> <p>Specific training to be undertaken as required.</p> <p>Anaphylaxis, diabetes, epilepsy</p>	<p>Aid Team</p> <p>SENCo)</p> <p>School Nursing Service</p>	ongoing after initial risk assessment is carried out.
	Maintain the school's	school will have due regard for children who require intimate care due to a	SENCo)	ongoing

Business Area	Objectives	Actions	Lead/Responsible	Resources and Timescale
	Intimate care policy in order to ensure children's medical needs can be supported.	medical and / or physical need.		
Communication	Improve communication between home and school.	<p>Further develop parental use of e-schools.</p> <p>Facilitate communication through the use of e-schools.</p> <p>Check letters from school so EAL parents can access – identifying the need for translators when deemed necessary</p> <p>Large print for visually impaired parents</p> <p>Ensure parents attend intervention review meetings as part of parents' evenings which take place three times a year</p> <p>Ensure monitoring and annual review meetings are held for children with EHC plans</p>	<p>SENCo)</p> <p>SENCo)</p> <p>SENCo)</p> <p>SENCo)</p> <p>SENCo)</p> <p>SENCo)</p>	<p>Ongoing: Review annually</p> <p>Ongoing: Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – Termly</p>
	Further Improve the provision of information in a range of formats for disabled pupils.	<p>Assessment of individual needs on intake.</p> <p>Provision of specialist communication technology.</p>	SENCo)	Ongoing - upon arrival