

**DULWICH HAMLET
EDUCATIONAL TRUST**

EQUALITIES POLICY
including
ACCESSIBILITY PLAN



Reviewed and re-adopted: Autumn 2016 by Board of Trustees

Dulwich Hamlet Educational Trust Equalities Policy including Accessibility Plan

I. Mission statement

Dulwich Hamlet Educational Trust is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit schools within the trust.

2. Equality and the law

Under the provisions of the Equality Act 2010 (“The Act”), as under previous legislation, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their “protected characteristics” namely:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity.

Dulwich Hamlet Junior School and The Belham Primary School have a duty (called the “Public Sector Equality Duty”) to have due regard to the need 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; and
- foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

There are four kinds of unlawful behavior set out in the Act: direct discrimination; indirect discrimination; harassment; and victimisation.

1. **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.
2. **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
3. **Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

4. **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act. The reason for this provision is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Examples of unlawful behaviour can accordingly include:

- Physical assault against a person or group because of a protected characteristic;
- 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 another because they have a protected characteristic;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. in matters of food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

3. The Schools' duties under the Equality Act 2010

Under the Act, the Schools have two specific duties:

- a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- b) to prepare and publish equality objectives.

The School is complying with these duties by:

1. adopting and publishing this plan;
2. ensuring that a range of other specific policies and procedures are in place, and are published, which help the School comply;
3. publishing online a proportionate range of appropriate and relevant pupil performance data to demonstrate compliance; and
4. adopting and publishing equality objectives including in the School's Development Plan.

3.1. Adopting and publishing this plan

The Board of Trustees will review the plan annually and will re-adopt the plan, with modifications as necessary, in line with the annual timetable for adopting the School Development Plan.

The Head of Schools ensure that the plan is "owned" in the school including by way of INSET training and through reviews of PSHCE lessons. Pupil voice is heard on the plan through appropriate discussions with the House captains.

This plan is published on the School's website. Comments are welcomed from parents and the broader school community – comments should be emailed to the school at office@dulwichhamletjuniorschool.org.uk or info@thebelhamprimaryschool.org.uk

3.2 Ensuring that a range of other specific policies and procedures are in place, and are published, which help the schools comply

The schools have a range of policies in place which support the objective of meeting the public sector equality duty. These include the anti-bullying policy, the behaviour policy; and the inclusion policy which are available on the schools' websites. Other policies will be added to the websites as they are refreshed and revised.

3.3 Publishing on line a proportionate range of appropriate and relevant pupil performance data to demonstrate compliance

The achievement of pupils will be monitored in line with the protected characteristics set out in the Equality Act 2010 including race, gender and disability. The School will use this data to support pupils, raise standards and ensure inclusive teaching. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. Relevant data will be published on the school website as it becomes available.

4. Mainstreaming equality into policy and practice

As well as the specific actions set out in this plan, the schools aim to demonstrate compliance with its equality duties in its day to day practice in the following ways:

Policy on Promoting British Values

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At the Belham Primary School, these values will be reinforced regularly.

We will keep an up to date record of all such teaching and learning opportunities in the online software which captures our full SMSC curriculum.

Democracy

At both schools we will place a considerable emphasis on the pupils as citizens, in local, national and international (globe) societies. Each term the children will decide upon their class charter and the rights associated with these. All the children will contribute to the drawing up of the charter. Children have many opportunities for their voices to be heard. We will hold regular class events to discuss issues raised. Children and parents have an annual questionnaire with which they are able to put forward their views about the school.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, and consistently reinforced through regular school days, as well as when dealing with behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire service reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-safety and PSHCE lessons. Whether it be through choice of ways of learning and levels of learning challenge, of how they record learning outcomes, of participation in future extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

As a non-faith community based multi-cultural school, mutual respect is at the heart of our values. Children learn that behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of different Faiths and Beliefs

With both schools situated in a diverse multi-cultural, multi-faith area of inner London, which is culturally diverse, and we will place a great emphasis on promoting the wonders of diversity and equality with the children.

Events are regularly planned to share the multi-cultural diverse society in which the children are growing up, either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHCE, P4C and Humanities teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

We will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

4.1 Teaching and learning

The schools aim to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, the schools:

- ensures equality of access for all pupils including to extended school facilities often using Pupil Premium funding to support this objective;
- take an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in pupil voice, class assemblies, fund raising etc;
- uses materials in assemblies, books, publications and learning materials and in classroom/corridor display that reflect the diversity of the school, population and local community, and prepares all pupils for life in a diverse society;
- encourage classroom and staffroom discussion of equality issues which reflect on stereotypes, expectations and the impact on learning;
- promote human rights and shared attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- develop skills of participation and responsible action – for example through the 'Identity and Diversity: living together in the UK' strand of citizenship education;
- provides opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures including through positive images which reflect the diversity of the school and community and through links outside the school;

- takes account of the achievement of all pupils when planning for future learning and setting challenging targets;
- monitor pupil achievement data by ethnicity, gender and disability and take action on any gaps;
- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- provide extra and additional support for pupils who are under-achieving and their parents, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts wherever possible; that children with hearing impairment have an enhanced acoustic classroom environment whenever possible;
- provides additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for deaf parents; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users) and in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.

4.2 Admissions and exclusions

The school's admissions arrangements are fair and transparent, and do not unlawfully discriminate on any grounds including race, gender or, disability.

4.3 Employment of staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. The school does not tolerate discrimination and harassment in employment practice and actively promotes equality across all groups within our workforce.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. All staffing decisions on including appointing, appraising and rewarding staff, and re-evaluating staffing structures, are taken with due regard to the need to ensure that decisions are free of unlawful discrimination.

Actions to ensure this commitment is met include:

- continued professional development opportunities for all staff;
- Core Leadership Team support to ensure equality of opportunity for all;
- review of complaints and exit interviews to ensure that any issues are raised dealt with.

5. Tackling discrimination

Everyone in the school community has their part to play in making sure discrimination, whether direct or indirect, victimisation and harassment, as defined under the Act, do not happen at the school.

The trustees/governors will

- set out a commitment to equality in this plan and continue to work to ensure that the school is fully inclusive to pupils, and responsive to their needs;
- ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications for pupils to join the school;
- ensure that no child is discriminated against whilst in the school;
- develop and adapt procedures on bullying to include equality perspectives;
- support staff to challenge and address any bullying and harassment;
- review policies on race, gender and disability, bullying and harassment.

The Heads of School with support from the Inclusion Manager will:

- implement the school's Equality Plan, supported by the local governing body in doing so;
- ensure that all staff are aware of the Equality Plan, and that teachers apply the provisions of the plan fairly in all situations;
- ensure that all appointments panels give due regard to this plan, so that no-one is unlawfully discriminated against when it comes to employment or training opportunities;
- promote the principle of equality when developing the curriculum, and promote respect and equality of opportunity in participation in all aspects of school life;
- treat all incidents of harassment bullying or discrimination, including racist incidents, with due seriousness and in line with established policies and procedures;
- report to the Governors at least termly on any instances of discrimination in the school.

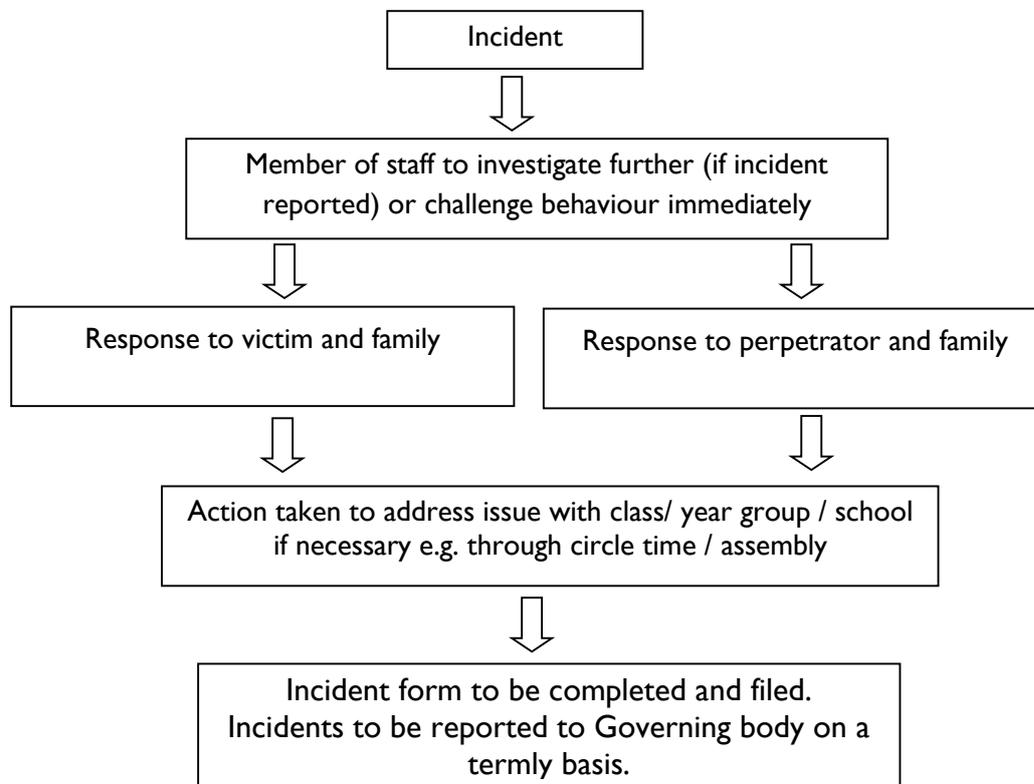
All staff - teaching and non-teaching will:

- ensure that all pupils are treated fairly, equally and with respect;
- deal with any discrimination that may occur: they will 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, escalating an incident to the class teacher, or a member of the Leadership Team as necessary;
- maintain awareness of the school's Equality Plan;
- strive to provide material that gives positive images of all, and challenges stereotypical images based on any of the protected characteristics.

In addition, teachers will support the work of non-teaching staff and encourage them to intervene in a positive way against any discriminatory incidents.

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The school's procedure is as follows.



7. Accessibility Plan

The schools' Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Board of Trustees is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We will ensure that we continue to improve all aspects of the physical environment of both school sites, the curriculum and written information so that all pupils irrespective of ability or disability, can take full advantage of the education and associated opportunities provided.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Both schools plan to ensure the accessibility of provision for all pupils, staff and visitors to the school.

This will include:

Maximising access to the physical environment of the school, adding specialist facilities if necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Ensuring access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA).
- Covering teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist aids and equipment, which may assist those pupils in accessing the curriculum.
- Improving and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The school website will make reference to the Equalities Policy including the Accessibility Plan.
- The Plan will be monitored through the LGB of each school and submitted to the Board for review on an annual basis.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

6. Check list for school staff, trustees and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions including class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?