

Equality scheme

(Disability, gender, race & equal opportunities)

Reviewed- Autumn 2019
Next review- Autumn 2020

1 Background

Windrush Primary School serves the community in Thamesmead and Charlton, South East London. For a number of years this area was predominantly white British but over the last ten years there has been a huge rise in the population of immigrants coming from Nigeria and Ghana. The school population is now over 50% black African. The area itself is extremely deprived- our index of deprivation is double the national.

2 Values and aims

Windrush is a school that seeks to serve all the families and children at the school as well as the wider community. We aim to offer our children a caring and educationally rich learning environment in which they can flourish as individuals, develop a love of learning, and become increasingly valuable members of society. In accordance with our school values, we will respect the human rights of all our pupils and will educate them about equality. We also respect the equal rights of our staff and other members of the school community. We will comply with the relevant legislation and implement plans in relation to disability equality, gender equality and race equality.

3 Responsibilities

The governing body recognises its duty to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who may wish to use the school.
- Prepare and publish a scheme to show how they will meet these needs.
- Promotes equality of opportunity in all areas especially gender and race equality.
- Ensure the school complies with the amended Race Relations Act 2000.
- Ensure that they and the school complies with the Disability Discrimination Act 2005.
- Ensure that they and the school complies with the Gender Equality Duty 2007.

3.1 The head teacher is responsible for:

- Ensuring the equality scheme and its procedures are followed.
- Ensuring all members of the school community know about the equality schemes.
- Producing an annual update about any changes to the scheme.
- Giving the staff opportunities for training regarding equality issues.
- Taking action in cases of harassment and discrimination, including all forms of bullying.

3.2 All staff are responsible for:

- Dealing with all racist, homophobic, and other hate incidents.
- Recognising and tackling bias and stereotyping, and avoiding all forms of discrimination.
- Promoting equal opportunities and good race relations.

- Keeping up to date with training and the law on discrimination.

The head teacher and the PSHE co-ordinator are responsible for dealing with any reports of any incidents. The head teacher, SLT and SENCo are responsible for analysing progress data to identify any failing minority or vulnerable group.

4 **What do we understand by...**

At Windrush Primary School, we promote equality in all areas and we prepare our children for life in a diverse society. We use the following definitions:

- Disability

The DDA 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”

Definition of the terms:

- Physical impairment includes sensory impairments.
- Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- Substantial more than minor or trivial.
- Long-term 12 months or more.

The DDA’s definition includes a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactive disorder (ADHD). These are still likely to amount to a disability, but only if the effect on a person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

Some progressive conditions, such as cancer, multiple sclerosis, and HIV/AIDS are included before they have an effect on a person’s ability to carry out normal day-to-day activities. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move objects
- Speech, hearing or eye sight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

We do not interchange the term “disabled” with the phrase “special educational needs” although we appreciate that many pupils with SEN will also have disabilities.

We also recognise an individual’s right not to view themselves as disabled and we respect that right.

5 **Gender**

The condition of being male or female, and whether this has an impact on a person’s abilities or not.

6 Ethnic minority

A group of people who have a different ethnicity, language, religion or culture to that of the majority of people in the place where they live.

7 Purpose and direction of the scheme:

- To promote the equality of opportunity between disabled people, people of an ethnic minority and other people (including between males and females)
- To eliminate discrimination that is unlawful under the DDA, the GED and the RRA.
- To eliminate harassment of people that relates to any aspect of equal opportunities.
- To promote positive attitudes towards disabled people, people of an ethnic minority, and in certain circumstances towards males or females. 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.
- To encourage participation by disabled people 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 certain activities they do not wish to take part in.
- To take steps to take account of a person's disabilities, their gender, their ethnic group – even where this may lead to positive discrimination.

8 Information gathering

Recruitment, development and retention of all employees.

On application, candidates are asked to declare their age, gender, ethnic group and any disability they consider themselves to have. None of this information is used in the selection process. Information on staff's gender, age, ethnic group and disabilities is kept on the administration system for use when required by the governors, LA or DCSF.

The benefits of a diverse workforce are recognised as:

- Promoting positive attitudes to age, gender, cultural and racial diversity, equality and special needs
- Enabling each child to be as independent and self-sufficient as possible
- Promoting the personal and professional development of all the members of staff
- Publicising the positive aspects of school life with the wider community.

9 Parents, carers and other users of the school

Parents of pupils new to the school will be asked which ethnic group they belong to. Parents have the right to refuse to give this information. They will also be asked if the child has any disability or health conditions that may affect their attendance at the school or that may put them or their child at a disadvantage. Parents and carers will be told that this information is confidential to the school and will only be used to make reasonable adjustments to counteract any disadvantage; e.g. moving a meeting to a more accessible room. Existing parents are encouraged to communicate any disability or health problems via class teachers. The emphasis will be on the benefits to their child and support available to them.

10 Meeting specific duties

- The priorities on the action plan will be because of the information gathered and the messages fed back by pupils, staff and parents.

- We will continue to improve information to and the involvement of pupils, parents and staff of minority groups (ethnic, disabled..etc.)

11 Promoting equality of opportunity

- We will make reasonable adjustments for individual pupils to enable them to participate as fully as possible in every aspect of school life.
- Issues identified in the access plan will be addressed as part of this scheme.

12 Eliminating discrimination

- We will raise awareness of the issues and provide staff training as required.
- We will review the impact of policies and make necessary adjustments.
- We will raise expectations in line with the school ethos and vision.
- We will improve communications to all people connected with the school (Especially those disabled, or who have English as an additional language)

13 Eliminating harassment

- Staff will be aware of a report any incident of any kind of harassment.
- Staff will recognise and address any kind of bullying and harassment.
- We will involve pupils in combating harassment.

14 Promoting positive attitudes

Positive attitudes to all areas of equal opportunity including disability will be promoted by staff modelling respectful attitudes to all people and positive images in books and materials.

15 Encouraging participation in public life

We will continue to try and enlist a variety of people (disabled, both genders, different ethnic groups, different ages..etc) onto the governing body, school council, FOW and other groups within the school. We will promote positive images of a variety of people in public life.