



**Brigg Primary School**

**Disability, Equality and  
Diversity Policy  
Incorporating Accessibility**

Approved: Spring 2017

For Review: Spring 2019

## 1. Our Vision and Aims for Equality and Diversity

1.1 We are committed to giving all individuals every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all individuals, irrespective of ethnicity, attainment, age, disability, gender or background.

We will treat everyone at Brigg Primary School fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy.

We aim within Brigg Primary School to provide equality of opportunity for all individuals whatever their race, culture, gender, sexual orientation, academic ability, physical ability or family background.

We aim to provide an environment free from social, sexual or cultural prejudice for all members of our school community.

We aim to achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school. The school recognises its responsibilities to eliminate discrimination and to promote good race relations.

## 2. Defining Equality and Diversity

### 2.1 Equality

We recognise that equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils / students, parents and school governors.

Relating to the Equality Act there are nine 'protected characteristics' these are age; disability, gender reassignment (transgender), marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

## 2.2 Diversity

We understand that Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another - school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

## 2.3 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'

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 purpose 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.

We understand that the definition of disability under the Act is different from the disability criteria for special educational needs provision. This means that disabled pupils may or not have special

educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

### 3. Purpose and Scope of the Policy

3.1 This policy sets out Brigg Primary's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by successful integration of the travelling community through promoting traveller awareness in the curriculum.

Through our schemes of work we

- create an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial and cultural discrimination and promoting racial and cultural equality through our School Website and displays of work;
- through appropriate Personal Social and Health Education, Spiritual, Moral, Social and Cultural Education and through school worships and assemblies and within the curriculum, pupils will be shown that racism in any form, is unacceptable;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.
- Developing a voice for disabled pupils, staff and parents / carers - the school and governing body actively seeks views of all parents, carers, pupils and staff irrespective of disability.

3.2 Monitoring and reviewing this policy and reporting annually on progress in the information we publish to evidence how we are meeting the requirement of the public sector equality duty. (see school website [www.briggprimary.co.uk](http://www.briggprimary.co.uk))

3.3 Publishing and reviewing our equality objectives (and reviewing them at least every four years (see school website [www.briggprimary.co.uk](http://www.briggprimary.co.uk))

3.4 Undertaking other activities and measures as outlined in this policy document, our published information and other relevant documents.

3.5 This policy applies to:

School Governors

Staff

Parents

Pupils (as appropriate)

Contractors

Visitors to the school

#### 4. Roles and Responsibilities

4.1 All members of the school community, governors, staff, pupils, parents, visitors and contractors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility Mrs B Gowers will:

- Ensure governors, staff, parents and contractors are made fully aware of our equality and diversity policy and how it affects their work.
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training / development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.
- Ensure the governing body have a policy which allocates funding for expenses in order to include the needs of all governors.
- Provide Contractors and Procurement - catering staff - with an annual update of personal pupil data sheets identify food

allergies - parents are requested to let us know as soon as possible about any changes to this.

In addition school governors / relevant committee have responsibility for overseeing, agreeing, monitoring and reviewing of our school's equality objectives and related activity.

#### 4.2 Breaches of Policy

Brigg Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Headteacher. This may lead to disciplinary or other appropriate action being taken.

#### 5. Monitoring and Review

Brigg Primary School has specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our school website ([www.briggprimary.co.uk](http://www.briggprimary.co.uk)). We will review this information annually.

#### 6. Bullying and Diversity Incidents

##### 6.1 Pupils

Brigg Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors and / or contractors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the anti-bullying policy (see policy section of school website [www.briggprimary.co.uk](http://www.briggprimary.co.uk))

##### 6.2 Staff and Governors

The council and Brigg Primary School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.

## 7. Diversity Complaints

Brigg Primary School takes seriously all complaints; where a complaint is related to equality / diversity issues, the school procedure for dealing with complaints will apply (see complaints procedure on school website [www.briggprimary.co.uk](http://www.briggprimary.co.uk)) . Complaints should be made to the Headteacher or the Chair of Governors.

## **Accessibility Policy**

At Brigg Primary School we endeavour to give access to a full education of disabled pupils i.e. 'those pupils who have a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities'.

### Delivering the Curriculum

At Brigg Primary School we ensure that teachers and teaching assistants have the necessary training (as the need arises) to teach and support disabled pupils. We aim to ensure that staff are familiar with technology and practices developed to assist people with disabilities. As appropriate, classrooms are organised to support disabled pupils. Teachers plan, prepare and deliver lessons using a variety of teaching and learning styles, this includes children having the experience of working individually, in pairs, groups and whole class.

Children are encouraged to take part in all areas of the curriculum, including music, drama and physical activities. Computer technology is available for disabled children and the school works closely with relevant outside agencies for specific disabilities. Staff understand that some children require extra time to use equipment, undertake physical activities and / or process their learning. As it becomes relevant, we provide information for pupils in a variety of forms e.g. enlarged text, on coloured paper etc. ICT is used to produce written information in a variety of formats.

Staff seek, as far as possible, to remove barriers to learning, and provide alternative ways of giving access to relevant experiences.

### School Building

Brigg Primary School is a new building and designed to the most recent specifications.

The size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor sporting facilities, playgrounds and corridors - allow access for all pupils.

Pupils are able to use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.

Pathways of travel around the school site and parking arrangements are safe, routes are logical and well signed.

There are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components. Signs are clear and not confusing to pupils.

Areas to which pupils have access are well lit.

As the school building is new, acoustics in all rooms are to a high standard, furniture and equipment is selected, adjusted and located appropriately.

As it becomes relevant, we provide information for children in a variety of forms.

As the need arises, we ensure that staff are familiar with technology and practices developed to assist people with disabilities.

Reviewed January 2017

To be reviewed Spring 2019 (or sooner if legislation changes)