



Disability, Equality and Diversity Policy

Statement of Intent

'At Griffe Field Primary School we aim to develop successful, fulfilled young people, well skilled, with enquiring minds and positive, responsible attitudes. The children themselves told us that they wanted a school that is friendly, fair, interesting, safe, polite, caring and hard working. Our aim is to provide a child with the opportunity to achieve, to do so in partnership with his/her family and to make sure that there is a good reason for the children, their families and the community to be proud of Griffe Field Primary School.'

- In accordance with our mission statement, we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- 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.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality policy and its procedures are followed.

The Headteacher is responsible for:

- making sure the school Equality policy and its procedures are followed;
- ensuring that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- making sure all staff know their responsibilities and receive relevant continuous professional development.
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle 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 equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.
- dealing with reports of hate-incidents and referring these to Headteacher.

Visitors and contractors are responsible for:

- knowing, and following, our Disability, Equality and Diversity Policy.

Race Equality Plan

1. Introduction

This plan sets out how Griffie Field Primary School will work to promote race equality.

This school is a friendly and inclusive school that welcomes people from all ethnic backgrounds. We recognise the benefits of multiculturalism and celebrate Derby's diverse community. We view ethnic and cultural diversity as enriching the school community and wider society. School staff strive to promote this view.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

2. Ethnic monitoring

The school will use all available data and information to monitor ethnic numbers and achievements in school.

3. Race Equality Impact Assessment

All policies/plans/practices will be assessed in regard to the general duty under the Race Relations (Amendment) Act 2000 and Equality Act 2010 as part of our policy review cycle. Outcomes will be included in amendments to policies – Governors, staff, parents and pupils will be consulted as part of the School Development Plan.

4. Action Plan to address the General Duty to promote race equality

Points to be considered during impact assessments and action planning:

- i. Promote equality of opportunity
- ii. Eliminate unlawful discrimination
- iii. Eliminate racist harassment
- iv. Promote good relations between different ethnic groups

Disability Equality Plan

1. Introduction

This plan sets out how Griffe Field Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality policy.

2. Impact Assessment

Policies/plans will be assessed in regard to the general duties under the Disability Discrimination Act 2010 and the Special Educational Needs and Disability Act 2015 as part of the school's cycle of policy review.

Outcomes will be included in amendments to policies – Governors, staff, parents and pupils will be consulted as part of the School Development Plan.

3. Action Plan to address the disability equality duty

Points to be considered during impact assessments and action planning:

- i. Promote equality of opportunity between disabled persons and other persons.
- ii. Eliminate unlawful discrimination.
- iii. Eliminate harassment related to disabilities.
- iv. Promote positive attitudes to disability.
- v. Encourage participation by disabled people.
- vi. Take steps to take account of disabled people's disabilities.
- vii. Other actions required (please list)
 - a. Educational Opportunities Achievements e.g: school trips
 - b. Participation in all activities and services school provides
 - c. Pupils in position of responsibility
 - d. Work Experience

4. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

Refer to Inclusion and Safeguarding Action Plan and School Development Plan -

- i. improvements in access to the curriculum
- ii. physical improvements to increase access to education and associated services
- iii. improvements in the provision of information in a range of formats for disabled pupils

Gender Equality Plan

1. Duties

This plan sets out how Griffe Field Primary School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

2. Impact Assessment

All policies/plans will be assessed in regard to the general duty to promote gender equality as part of the school's cycle of policy review. Outcomes will be included in amendments to policies – Governors, staff, parents and pupils will be consulted as part of the School Development Plan.

3. Action Plan to address the Gender Equality Duty

- i. Eliminate unlawful sex discrimination
- ii. Eliminate harassment related to gender
- iii. Promote equality of opportunity between men and women
- iv. Promote equality of opportunity between boys and girls.
- v. Other actions:
 - a. e.g. curriculum, monitoring boys' and girls' attainment, underachievement anti-bullying policies to tackle sexist bullying, attitudes to violence, health initiatives, sport, gender stereotyping careers

4. Gender monitoring

The school will use available data to monitor numbers of boys and girls and achievements in school. It will use social cohesion data to monitor bullying incidents.

Policy Review and Monitoring

1. How policies and practice are monitored

Through our School Development Planning, governors monitoring and use of all available data.

Through our system of review:

- SLT agree priorities in line with strategic planning framework.
- Curriculum Leaders/Teams monitor and meet, discuss and review relevant policy.
- Reviewed policy sent/emailed/available to staff/governors/parents/pupils
- SLT/ Inclusion and Safeguarding Leader finalise agreed policy
- Finalised agreed policy shared with staff/governors/community

2. How information gathered is used

Used to inform our School Development Plan, for information and discussion with the School Improvement Officer and part of the School's Self Evaluation.

3. Staff development

Leaders to be aware when reviewing their subject policies. Any relevant issues arising from self evaluation and school development planning.

4. Annual reporting

This will be in relation to the Inclusion and Safeguarding Action Plan, linked to the School Development Plan, and will occur as follows:

- Three year strategic planning frameworks by all will include reference to policy and review.
- Reports to Governors
- Reporting social cohesion to the Local Authority as requested.

Headteacher	Emma Mitchell	Chair of Governors	Mrs H Hicks and Mr A Wilde
Policy Approved		November 2017	
Review every four years, publish annually			
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Policy Reviewed			