



Equality, Diversity, and Inclusion Policy

Written May 2024 to be reviewed May 2028 S Machin

Hey with Zion Primary School Hey with Zion has a joint C. of E./ Methodist foundation and British values (democracy, mutual respect and tolerance, individual liberty, and rule of law) and Christian values (trust, forgiveness, faith, honesty, love, and friendship) permeate the school's ethos. All policies are applied within this value context.

Data protection Statement: The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy

At Hey with Zion Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored, and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Hey with Zion Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here. In seeking to be a fully inclusive school, we will endeavour to create an environment which does not adversely affect any member of the school community, and which promotes enjoyment and achievement for all.

Information on disability is collected with regards to both pupils and staff. This information is used to improve the provision of services, for example in improving access to school, to classrooms and within the classrooms.

Children with disabilities have their progress monitored very closely to optimise their provision. Disabled pupils are encouraged to participate in school life, for example by full inclusion in the classroom and by arrangement of appropriate transport to facilitate swimming opportunities where it is most beneficial for such pupils.

How is this shown?

This is shown through representation in school events such as class assemblies and the school council.

There is no bullying and harassment of disabled pupils, but it would be monitored, and steps would be taken to remove such behaviour.

The school environment is as accessible as possible to pupils, staff, and visitors to the school.

Information is available to parents, visitors, pupils, and staff in formats which are accessible if required.

Procedures for the election of parent governors are open to candidates and voters who are disabled.

Principles Compliance with the DDA is consistent with our School Aims and our Equal Opportunities Policy, as well as our SEN and Inclusion Policy.

We recognise our duties under the DDA, as amended by SENDA:

- Not to discriminate against disabled pupils in their admission or exclusion, nor in the provision of education and associated services
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To identify and review barriers to access annually and produce an action plan to address these.

In performing their duties, the Governors and Staff will have regard to the DRC Code of Practice 2002. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles.

The school endorses the key principles of the National Curriculum framework which underpin the development of a more inclusive curriculum, by:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and participation for individuals and groups of pupils.

We recognise that disability of a family member can impact on the lives of the whole family and will endeavour to:

- Ensure siblings of disabled children are assessed as individuals unrelated to the disability of their sibling.
- Assess the impact of disability of a sibling or parent/carer on individual children and provide support as appropriate and required.

Planning the Curriculum

We will obtain data on future pupil population, wherever possible, to enable advanced planning to accommodate the needs of children with disability. The curriculum will be differentiated where necessary by task, by outcome and by support offered.

We will liaise with external agencies for the benefit of the child. We will offer support to ensure the curriculum needs are met.

We will ensure sufficient information is provided to staff, bearing in mind the needs of the child and the need for confidentiality.

We will ensure special arrangements are made to support the child in statutory assessment (SATs).

We will seek to obtain specialist resources to support specific needs.

We will involve the pupils and their parents in drawing up Individual Education Plans.

The Physical Environment

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises as identified in our Disability Discrimination Act Survey and Access Plan.

- We will review these annually and identify priorities for the coming year. The Disability Equality Duty (DED) Definition of disability The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis, and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination that is unlawful under the DDA.
- Eliminating harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people; • Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment. This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools. The Disability Equality Duty (DED)

Monitoring To meet the Disability Equality Duty

It is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following will be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. Contact with parents and carers When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information. Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building. Hiring transport school staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED) Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme. Hey with Zion Primary School has consulted with disabled pupils, staff, and service users in the development of our Disability Equality Scheme by:

- Carrying out a survey to identify disabled parents/carers and children. The aim of the survey was:
 - To invite comments on our provision and seek suggestions on how we can improve it for the individual concerned
 - To invite parents/carers to be part of a disability monitoring group now or in the future.
- Working with a governor who has experience of disability. Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Hey with Zion Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below. Good practice examples The following examples provide good practice suggestions on how disability equality can be promoted in a school environment and are presented here as a resource on which to draw during annual review of our DES. They have been reviewed to show what we have done in the past and/or continue to do to enable us to identify priorities. Good Practice Examples Past Present Practice

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Learning Registers.
- Parents signposted to services as appropriate
- Proactively sought support when needs are identified
- Talented and able learning is recorded on a central register. This register records exceptional learning in all areas.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- Constantly review provision for disabled pupils to ensure they receive their due
 - Give due regard to the social/personal issues that face disabled pupils and work
- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils proactively to address them in a positive way.
- All bullying/harassment is dealt with swiftly
- Vulnerable pupils are observed and monitored in the playground to ensure safe and happy playtimes
- Children involved in accidents are recorded in the Accident Book so we can track possible bullying.
- Staff issues addressed in the Bullying and Harassment Policy
- Promoting positive attitudes towards disabled people.

- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Have posters up of disabled people celebrating excellence.

Have collective worship and assemblies focused on the achievement of disabled people

- Encouraging participation in public life by disabled people.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
- Disabled children are fully involved in the delivery of class assemblies to parents. If necessary, in the past, we have used digital video to ensure disabled pupils are included.

Equality Scheme and Objectives

The Equalities Scheme and Objectives sets out our school's overall commitment to equality, diversity, human rights, and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everybody who encounters our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination, harassment, or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equalities Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school, i.e. pupils, staff, governors, parents, and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful, and inclusive place, with an aim to improve outcomes that matter to our school community.

Introduction

The role of an equalities scheme is to visibly set out our priorities for action to improve chances, choices, and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment, and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple needs and disadvantage. Our Equality Scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect, and dignity.

Epworth Education trust and its schools recognises our responsibilities regarding the Equality Act 2010 and compliance with the Public Sector Equality Duty having 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.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

As a Trust we aim:

- to promote equal treatment within the Trust for all members of the Trust community.
- to communicate the commitment of the Trust to the promotion of equal opportunities.
- to create and maintain an open and supportive environment which is free from discrimination.
- to foster mutual tolerance and positive attitudes so that everyone can feel valued within the Trust; and
- to actively promote and safeguard the welfare of children, staff and others who encounter the Trust.

To further these aims and having considered our school's context and tracking data, we have identified priority areas and thus our school Equality Objectives which we feel will make a significant difference to our school community and ensure real, tangible outcomes for identified groups.

Our School Equality Objectives:

Equality Plan 2024-2028

Aim	How?	How will we measure?	Progress made
<p>To enable pupils to understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious, ethnic, and socio-economic communities and to ensure there are no gender stereo types.</p>	<p>Challenge pre-conceived perceptions.</p> <p>Carefully plan for and select visitors to school and visits outside of school so they reflect a diverse community wider than their local context.</p> <p>Use of Manchester City coaches to deliver workshops for selected year groups to overcome prejudice.</p>	<p>Evaluation of worship plan and curriculum regularly</p> <p>Monitor impact through pupil voice.</p>	<p>Spring 24Worship plan and RE lessons / Faith study weeks explore a range of world religions and world views, as well as diversity within each denomination. Trip overview ensures children visit a range of places of worship throughout their primary school life.</p> <p>Children have enjoyed and have been challenged by workshops such as Rainbow Laces that address cultural, race, religious, ethnic, socio-economic communities, and gender stereo types.</p> <p>Visits are then evaluated by the children and visit evaluations as well as pupil voice shows a wide sense of understanding difference as well as similarities.</p>
<p>Narrow the attainment gap in reading, writing and mathematics between disadvantaged and other children.</p>	<p>Prioritise disadvantaged pupils when selecting groups for boosters and school led tuition.</p> <p>Ensure first quality teaching and assessments take place so children are identified early.</p>	<p>Termly data analysis and pupil progress meetings prioritise the discussion around DAP and their attainment in comparison to others to ensure the support available is effective.</p>	<p>Pupil premium money is utilised for staff training on quality first teaching. Disadvantaged pupils from all groups - pupil premium, SEND, EAL, new to country - are prioritised in progress meetings. Those at risk of not meeting targets are given priority places for interventions.</p>

To encourage pupils to have high aspirations when thinking about a future career.	Visitors to the school reflect a range of occupations.		Provide additional subsidy from the pupil premium fund to minimise barriers based on financial constraints! Pupils are confident that their sex/ gender/ is not a barrier to future employment.

Public Sector Equality Duty

Public Sector Duty (PSED) Compliance webpage

Characteristic	Number (Summer Term 2024)
Total Number of children	309
Number of pupils	309
Female	149
Male	160
Mobility of school population	TBC
Pupils eligible for FSM	70
Deprivation Stats	TBC
SEND stats	22

Disability Stats	TBC
Pupils who speak English as an additional language stats	13
Ethnicity stats	TBC
Race stats	TBC
Religion stats	TBC

The specific duties of the PSED require schools to publish information demonstrating how they are complying with the Public Sector Equality Duty.

Epworth Education as a Trust complies with the Public Sector Duty in the following way: · PSED Compliance

In addition to the Trust, the information below demonstrates the additional ways that the school implements the duties of the PSED:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- 3. Foster good relations between people who share a protected characteristic and those who do not.**

In accordance with the PSED, we have also must also publish information pupil-related data who share a relevant protected characteristic who may be affected by our policies and practises.

School Context

Hey with Zion Church of England and Methodist Primary School is a forty-intake entry school with 309 children on roll. At any one time, we have nursery provision of 52 places some of which are part time and full time. The school is judged to be 'Good' by OFSTED in November 2022 and 'Excellent' by SIAMS in February 2019.

The academy buildings are all on ground level. There is one accessible toilet within the main school. The building is well maintained, and all areas and classrooms have disabled access.