

Southfield Park Primary School Disability, Accessibility and Equality Policy

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Southfield Park Primary School Disability, Accessibility and Equality Policy

This policy encompasses the following:

- Disability
- Accessibility
- Equal Opportunities
- Race Equality
- Diversity/Social Inclusion
- Discrimination

Our vision statement is *'We want the best for you and from you so that you can SHINE'* and this should permeate into all the important areas mentioned above with a common approach to all. This is why they have been amalgamated into this 'Disability, Accessibility and Equality Policy'.

This policy has also been formulated with the five areas of Every Child Matters being considered at every stage: (a) Staying Safe (b) Being healthy (c) Enjoying and achieving (d) Making a positive contribution (e) Achieving economic well-being.

1. Disability

1.1 School Context

Southfield Park is a two form entry Primary school. We are built on one level with state of the art facilities which meet with the Department Of Education guidelines.

The school is designed for disabled access with two disabled toilets as well as a disabled toilet in one of the reception classrooms. All classrooms access straight onto the playground and there is access for a wheelchair across the whole school site.

The school has a responsibility to promote disability equality, or the general duty of the DDA 2005, requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others;
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life;
- take steps to take into account people's disabilities, even where that involves more favourable treatment;
- to publish an Accessibility Plan.

We have also had to consider the SEN and Disability Act (SENDA 2002) when the education duties were added. Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an Accessibility Action Plan.

1.2 Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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.'

1.3 Reasonable Adjustment

The duty to make reasonable adjustments applies to anyone providing goods, facilities or services to the public, whether for a fee or not. Where a service provider has a practice, policy or procedure which makes it impossible or unreasonably difficult for you to use their service, they will have to take 'reasonable steps' to change that practice, policy or procedure so that you can use the service. Broadly similar provisions apply to public authorities carrying out functions.

1.4 Current Practise

Staff, governors and parents work in partnership towards fulfilling the school vision '*We want the best for you and from you, so that you can SHINE*', and our Ofsted report praised the fact that 'The personal development and well-being of the pupils are outstanding'. There are high expectations for each pupil and excellence is an aspiration for all.

12% of our children are on the Register of SEN support and include:

- 6 Education and Health Care Plans (EHCP) /Statements (statements are transferred to EHCPs on a rolling basis by Surrey County Council);
- 51 children on the Register for SEN Support of whom
 - 30 children receive specialist support;
 - 21 Children receive targeted support.

We meet these children's needs through Personal Learning Pathways (Pathway Plan) and a school provision map which also includes provision for children who miss the SEN triggers but have been identified by teachers as needing some targeted support to help them make progress.

This policy is not to be confused with the Code of Practice on SEN but is meant to dovetail with the Special Educational Needs & Disabilities Policy. The SENCo ensures close links with the Surrey multi-professional team (MPT) for advice, assessment and support.

Adaptations already made to the buildings/curriculum for disabled users include:

- Individual workstations for children with certain needs;
- Visual timetables are used in the majority of classrooms;
- Laptops provided for children with sensory difficulties.

All staff are mindful of the needs of children with a disability, and practice is adapted to ensure inclusion; this may include meetings with parents to discuss matters.

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- produce and publish a Disability Equality Scheme / Accessibility Plan to show how they will meet these duties.

2. Accessibility

THE DISABILITY EQUALITY SCHEME / ACCESSIBILITY PLAN is a three-year plan covering November 2016 - November 2019.

2.1 School's Aims and Values

At Southfield Park we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. Some people may need provision that is additional to, or different from, what is normally available in mainstream schools. The achievement of all pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school aims to identify and remove barriers to disabled pupils in every area of school life and has high ambitions for its disabled pupils, expecting them to participate in all aspects of school life.

Our commitment to equal opportunities is to ensure that we

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

At Southfield Park we will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Following our vision statement '*We want the best for you and from you, so that you can SHINE*';
- Following this policy as well as our Special Educational Needs & Disabilities Policy.

2.2 Statutory Roles and Responsibilities

Statutory requirements ask schools and LEAs to plan for:

- Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in pre- and after-school clubs, leisure and cultural activities or school visits;
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education;

- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

2.3 School Roles and Responsibilities

This Disability Equality Scheme/Accessibility Plan outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

2.4 Involvement of all staff, pupils and governors

Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

- Introduction to this policy will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process;
- The Headteacher and Senior Leadership Team (SLT) will raise awareness of, and provide for, any necessary training relevant to this policy for all staff;
- The governing body will aim to adopt this policy, following careful discussion;
- All staff will have knowledge of the contents of the scheme and be prepared to support the Governing Body, Headteacher and SLT in its implementation;
- Pupils will be made aware of equality and inclusion as part of our circle time, assemblies, and the SMSC curriculum will support this;
- Parents and carers at Southfield Park are encouraged to support the school in its aim to provide equality and inclusion for all pupils.

2.5 Breach of the Policy

Should stakeholders be in breach of the policy, efforts will be made by the Headteacher to provide further training to raise greater awareness of it. On the event of all other strategies failing, as a last resort, all details will be passed to the Governing Body for action.

2.6 Involvement of disabled pupils, staff and parents

Disabled pupils, staff, parents and disabled members of the community may use school facilities and are welcome to advise the Governing Body in developing the scheme. Questionnaires will be distributed annually to all sectors of the school community to seek their views; these are scrutinised by a school team and acted upon appropriately through the Accessibility Plan/Disability Equality Scheme. We aim that disabled pupils will help to develop the action plan, and termly Health and Safety visits monitor how the school carries out its duties. Reports from the Headteacher to the Governing Body monitor the progress of the action plan.

2.7 Information Gathering

In a spirit of openness the community is invited to comment on any school policy and a questionnaire is sent to parents annually for their views. The school adheres to the equal opportunity act regarding staff recruitment.

2.8 Pupil Achievement

Individual and personal targets are set for all pupils regardless of their ability.

2.9 Learning Opportunities

In accordance with the Surrey Admissions Policy children with an EHCP are given first priority.

2.10 Social Relationships

The school endeavours to nurture positive relationships between able and disabled pupils. Focus on the school's values of **S**uccess, **H**appiness, **I**nspiration, **N**urture and **E**xcellence to support our **SHINE** ethos is made in assemblies, and the SMSC curriculum contributes to classroom ethos and atmosphere. Teaching and support staff work positively to foster good relationships both in and outside the classroom.

2.11 Admissions, Transitions, Exclusions (including Social, emotional and mental health difficulties)

The school has had no history of permanently excluding disabled pupils. Southfield Park will provide information to all staff and parents about the DDA definition of disability. This will include an explanation that the information will be used to ensure the school is making reasonable adjustments so that individual needs are met, and that information provided will be kept confidential.

Information will be collected as follows:

- The Information gathering Questionnaire process will be reviewed annually with information available to parents throughout the school year;
- Staff induction procedures;
- An inclusion record for disabled pupils, parents / carers and staff has been set up and will be kept up to-date, which will be used for the following purposes:
 - To keep a record of reasonable adjustments made to meet individual needs of pupils, parents / carers and staff
 - To pass on information about necessary adjustments to the relevant people (e.g. to those staff involved with the child and to receiver schools upon transfer.)
- Home visits and visits to nursery prior to admission will be used to gather information about individual needs of pupils, parents and carers. Reasonable adjustments need to be made when the child is offered a place at the school ready for when they start
- Prospective staff will be asked both at the time of application and after having been appointed if they consider themselves to be a disabled person under the terms of the DDA. The school's positive attitude to disabled people will be made explicit, in order to encourage people to have the confidence to identify themselves as disabled.

Southfield Park will ensure information gathered from parents and/or pupils is kept confidential, in line with the Data Protection Act, and we will negotiate with parent, carer or pupil about who the information is to be shared with.

The Senior Leadership Team and the Governing Body will review and evaluate the disability equality scheme every three years.

2.12 Assessing the impact of policies

Policies are reviewed and updated accordingly by a variety of stakeholders. Good practice is reviewed and shared amongst all staff and through our school development plan is maintained and expanded.

Pupils' feedback at Southfield Park is valued and is gathered through school council and annual questionnaires as well as informal discussions. Discussion at the school gate, parents' evening meetings, informal parents' afternoons and beginning of the year meetings provide opportunities for feedback from pupils and parents or carers. All pupils are given the opportunity to participate in out of school activities regardless of their ability. Quiet areas in school (library and workstations) and outside school (buddy bench, Playground Buddies and 'buddying' of children) are examples of strategies employed to overcome disability. These are regularly reviewed and assessed for their impact and revised accordingly.

Lengths of playtimes and games may be adapted appropriately to lessen the likelihood of anxiety, and support plans and meetings with other multi professionals are implemented at vulnerable times. Where special arrangements are required, the school makes every effort to be supportive e.g. if a pupil needs 'time out' and a quiet place to go, needs larger copies of words to access singing in the hall, needs to meet in a different place at the end of the day to support those collecting a pupil, needs special arrangements made for assessment tests.

All areas of school life, as well as extended school services, need to be considered against areas in appendix 2 with reasonable adjustments made in line with the Disability and Discrimination Act. This will include:

- teaching and learning;
- visits and trips with appropriate risk assessments carried out;
- break times;
- exclusions;
- policies;
- timetabling;
- assessment and exam arrangements;
- school organisation.

2.13 Identifying the main priorities for your school's scheme/plan and deciding your actions

The school takes all reasonable steps to meet the needs of disability - see paragraph 1.1 and 2.2 and questionnaires and audits will help inform the identification of priorities.

2.14 Education and related activities - The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

2.15 Physical environment - The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

2.16 Provision of Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

2.17 Making it happen

The School will review and revises its Disability and Equality Scheme every three years along with the Accessibility Plan and make the necessary amendments.

2.18 Evaluation

Southfield Park aims to evaluate their scheme and discuss its effectiveness with their SIP and OFSTED when the school is inspected. Governors, staff and a range of stakeholders including a representation of Special Needs pupils will review and evaluate its policy

2.19 Publication

The school intends to publish the scheme via the school website and will have copies available in the school office, it will also be available at admissions meetings for new parents.

2.20 Reporting

A date will be put into the school's monitoring, evaluating and reviewing document which is linked to the School Development Plan to ensure that a brief report is made to parents in the newsletter and also to the full Governing Body meeting annually. This will outline the Disability Equality Scheme and Accessibility Plan's impact.

2.18 ACCESSIBILITY PLAN/ DISABILITY EQUALITY SCHEME 2016-19

<u>Action</u>	<u>Person Responsible</u>
To gather and monitor data on disabled pupils and their attainment levels	Headteacher
To ensure access to the school is improved.	Governing Body
To undertake a re-cavass of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form	School Business Manager
To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	All involved in selecting staff
To ensure that at least once a year disabled employees are offered the opportunity of a meeting with their line manager to discuss needs for adjustments and their development	Reviewer for Performance Management
To make every effort when employees become disabled, to ensure they stay in employment	Headteacher & Governors
To ensure that disabled pupils are supported to achieve through the provision of appropriate support	All Staff & Governors
To ensure that disabled pupils can access the facilities and support they require	All Staff & Governors
To ensure that disabled pupils know how to be healthy	All Staff & Governors
To ensure that disabled pupils are not victims of bullying or harassment	All Staff & Governors
To ensure that positive attitudes towards disabled people are promoted	All Staff & Governors
To ensure that disabled pupils' voices are heard by representation on the School Council	Headteacher
To ensure that disabled parents are supported to access information about their child's progress at school	Headteacher
To ensure that parents of disabled pupils are supported to access information about their child's progress at school	Headteacher
To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies	Governing Body
To ensure that disabled pupils can participate in extra curricular activities	All those providing activities
To ensure that disabled pupils can participate in school trips and visits	Headteacher/Deputy & Governors

A: IMPROVING ACCESS TO THE CURRICULUM

TARGET	ACTION	RESOURCES	TIMEFRAME	MER
A1 All pupils have access to a happy and fulfilling playtime.	<ol style="list-style-type: none"> Increase the range of activities/ play equipment available to children at play times. To organise a range of different activities at playtimes so children needing support with play are provided for. New playground buddies trained and used on both KS1 and KS2 playgrounds. 	<ol style="list-style-type: none"> New outdoor play equipment- £300 Training /guidance from PE co-ordinator Peer mediator training 	<ol style="list-style-type: none"> By Summer 2017 By Summer 2017. By Autumn 2018 	
A2 Communication and transition arrangements in place for children.	Transition meeting for children with disabilities before May ½ term to allow for implementation of actions. (This will obviously change from year to year depending on who starts at the school).	Cover for teachers to meet.	Before every May half term.	
A3 Take steps to meet disabled people's needs even if this requires more favourable treatment.	Timetable staff with Asthma so that they are not on duty for 1 whole hour outside especially in the cold weather.	Timetable organisation for lunchtime.	Autumn 2016 and reviewed termly by the TA Leader.	
A4 Every child/adult has the opportunity to participate in school trips and visits.	Adapt the risk assessment form for school trips to promote the fact that even though there is an issue the emphasis should be on disabled pupils participating in the trip.	Risk assessment form adaptation and continued training for EVC Leader.(Training course £150)	Summer 2017	
A5 Procedures are in place and staff know how to help children with medicines and toileting.	Guidelines and policies need to be updated for: <ul style="list-style-type: none"> Administering medicines Intimate care and toileting. Staff will also need training on this as well.	Meeting time with staff. School nurse to advise on procedures.	Autumn 2016	
A6 Ensure there are safe storage arrangements for specific medicines.	Lockable cupboard in medical room to store epilepsy medication.		Installed Autumn 2016.	
A7 Ensure the compliance with DDA and Code of	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan.	Staff Meeting and Governor Meeting	Spring 2017	

Practice.				
A8 Ensure consistency in approach for specific behavioural issues and social communication difficulties are adhered to.	Develop staff's knowledge and skills in managing children with these difficulties.	Training from specialised staff for teachers and TAs.	Ongoing from Aut .2016	

B: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

(The school is a new purpose built school with all facilities built in mind of people with disabilities therefore these are just really for enhancement)

TARGET	ACTION	RESOURCES	TIMEFRAME	MER
B1 The playground is a safer place.	The playground will be zoned into different areas in order to improve the current provision and provide facilities for all groups of children. Explore the opportunity to create a quiet, sheltered area as a nurture zone. This will also support some children with behaviour issues.	Equipment and outdoor furniture- benches/ shelter for quiet areas etc. (£3,000)	By summer 2017	
B2 Improve the range of activities available in the junior playground to meet the needs of junior children who need additional support	Create activity stations on a daily/ weekly basis where resources to support play are available, which adults monitor	Additional playground resources and markings. Storage facilities so they are readily available. (£400)	Summer 2012	

C: IMPROVING DELIVERY OF INFORMATION

TARGET	ACTION	RESOURCES	TIMEFRAME	MER
C1 Information shared with staff.	Inclusion record updated and promoted to all staff.	Meeting time.	Annually	
C2 Gather the views of others.	Involve disabled pupils in review of DES/Accessibility Plan	Meeting time.	Annually	
C3 Improved information gathering.	Update questionnaire for collecting data on prospective/existing staff, pupils and parents.	Meeting and preparation time.	Spring 2017	
C4 Improve availability of written material in alternative forms.	The school will research and become aware of local and County services for converting written information into alternative formats and the Senco will organise this in partnership with the staff.	Preparation time for Senco	On going depending on the needs.	

3. Equal Opportunities (Includes Race Equality and Social Inclusion)

3.1 Statement

Southfield Park Primary School values each pupil as an individual and strives to provide a happy, caring, safe and secure environment where there is respect for others. This policy underpins our aims. It specifically recognises our multicultural, multiracial school community and will help us to promote an inclusive society through education.

Direct or indirect discrimination is unacceptable in the school's community. This applies to Governors, Staff, Pupils and Parents in their relationships with each other in and around the school environment.

The school opposes all forms of unlawful and unfair discrimination. In the school environment this principally includes discrimination on grounds of sex, race, colour, religion, nationality, ethnic or national origins, sexual orientation, physical disability, sensory impairment and learning disability.

3.2 Race Equality

The Race Relations (Amendment) Act 2000 places a general duty on schools to promote racial equality. This duty means that in everything they do, schools must aim to:

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination

“No one is born prejudiced. Children learn prejudice from the people around them. It follows, therefore, that they learn tolerance and understanding in the same way”. (Prue Goodwin, Reading University).

At Southfield Park, our Equal Opportunities policy aims to promote equal opportunities in all areas of school life, including race relations. We value and celebrate the diverse backgrounds of our pupils, staff and community and believe that, in learning about each other, we can eliminate racial discrimination and prejudice.

3.3 Social Inclusion

Social Exclusion can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low income, poor housing, high crime environments, bad health, poverty and family breakdown. It is vital for schools to recognise and support pupils who are at risk of social exclusion.

At Southfield Park we aim to support the social inclusion of all our pupils. We ensure equal participation by all pupils in all aspects of school life and celebrate diversity and difference.

3.4 What is discrimination?

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is also unlawful. Individuals have a responsibility, in law, not to discriminate.

Direct discrimination is where an individual or group receives less favourable treatment with some unjustifiable reason, because, for example, of sex, race or disability.

Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

3.5 Aims

This policy aims to promote equality across all areas of school life including:

- curriculum
- teaching and learning
- progress, attainment and assessment
- admissions
- attendance, behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- staff recruitment and professional development
- membership of the governing body
- partnerships with parents and communities

3.6 Responsibilities - The Governing Body:

- is committed to this policy statement and will continue to ensure that all members of the school community uphold these principles of equality of opportunity and fairness;
- welcomes and will consider all applications for staff and pupils to join the school, whatever the background or disability of the applicant;
- will ensure that guidelines and rules are in force to deliver this policy so that no child is discriminated against whilst in school or on school activities;
- will ensure that the school buildings and grounds provide easy access to people with disabilities at least in accordance with legal requirements;
- will ensure that regulations on school uniform and dress code will be applied equally to both sexes. If this code is in conflict with a religious custom, the Governors will consider representations sensitively with respect for the cultural traditions and the impact any derogation would have on the school generally;
- will monitor the effectiveness of this policy and ensure that minority groups are not unfairly treated in the implementation of the school's behaviour and exclusions policy.

3.7 Responsibilities - The Headteacher:

- Is committed to this policy statement and will be accountable for its implementation in the school;
- Will ensure that all staff are aware of this policy and that it is applied rigorously;
- Will ensure that all appointments and selection panels give due regard to this policy so that no-one is discriminated against as regards employment or training and development opportunities;

- Will promote the principle of equal opportunity when developing the curriculum;
- Will ensure that Assemblies and other displays around the school reflect the ethnic origins and range of abilities and activities of pupils. They should positively promote respect for other people and other beliefs;
- Will ensure that staff receive appropriate training and support to enable them to fulfil their responsibilities under this policy.

3.8 Responsibilities - All Staff:

- are committed to this policy statement and will assist in its implementation;
- will, while recognising differences, ensure that all pupils are treated fairly, equally and with respect;
- will not, when selecting classroom material, provide material which is racist or sexist in content. They will have due regard to the sensitivities of all pupils and endeavour to provide material which gives positive messages reflecting the diversity of the wider population;
- will undertake training as appropriate to ensure that they keep abreast of latest legislation and research;
- Class teachers will use this policy as a guide when designing schemes of work both in the choice of topics to study and in how to approach sensitive issues;
- Class teachers, in their support of classroom assistants and volunteers will encourage them to intervene in a positive way and report any incident of discrimination.

3.9 Responsibilities - Pupils and Parents:

- are expected to behave towards each other and towards staff in a way that matches this policy and is conducive to harmonious relationships within the school community including the playground and immediate school environment.
- should be made aware through example and the school environment that discrimination will not be tolerated. Pupils should also be made aware that, if necessary, action will be taken under the behaviour policy if they do not respond to guidance from staff.
- Racist symbols, badges and insignias on clothing are forbidden and any graffiti will be removed immediately.

3.10 Breaches of this Policy

Following the Race Equality Guidance and the Authority's suggested pathway for racial incidents:-

- All forms of discrimination by any person within the school are to be treated seriously. All incidents must be reported to the Headteacher and a record will be kept of any incident whether they occur in corridors or teaching areas or the playground. It should be made clear to offending individuals that such behaviour is unacceptable. See appendix for the Racial Incident sheet.
- Pupils will be dealt with in accordance with the school behaviour policy. The Headteacher (using their discretion) will inform parents in all cases if their child knowingly discriminates against a member of the school community, e.g. by knowingly making racist comments or displaying any form of racial prejudice. All such incidents will be recorded.

- Staff will be dealt with by the Headteacher. Such action may result in a verbal or written warning depending on the circumstances. If further or more serious breaches occur, the staff disciplinary procedure will be implemented.
- Parents, visitors and contractors will be asked to leave the premises and further action may be taken.

3.11 Monitoring the effectiveness of this policy

This policy will be widely distributed amongst all members of the school community. Where appropriate, it will be adapted to make it more accessible to its target audience. The policy is monitored by the Children and Learning Committee who will report annually to the Governing Body. Parents who have concerns over any form of equal opportunities and discrimination should see the Head teacher immediately. These concerns will be reported to the relevant Governor committee.

4. Safeguarding

Southfield Park Primary School places the highest priority on ensuring that all children are safe and all adults that work with children are alert to Child Protection issues and potential signs that children may be subject to abuse. All staff receive regular Child Protection training and follow the school's Child Protection and Safeguarding Policy. We recognise that children who are identified as having disabilities, have English as an additional language or are in other vulnerable groups may be more susceptible to abuse or unable to articulate any concerns they have and staff who work closely with these children ensure they are vigilant at all times.

For further details of school procedures refer to the Child Protection and Safeguarding Policy

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