

## Introduction

East Haddon C.E. Primary School values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of disability.

This policy meets the requirement of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. This policy must be read in conjunction with other related school policies – Equal Opportunities, Inclusion, Complaints Procedure for Schools, Behaviour, Discipline and Bullying. It should also be read in conjunction with the aims of the school.

## The General Duty

The Disability Discrimination Act of 2005 requires the taking of pro-active steps to promote disability equality for all children.

*The General Duty requires us to:*

- eliminate discrimination;
- eliminate harassment related to a disability;
- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- encourage, support and help all children and staff to reach their potential.
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.
- have a written Disability Equality Policy

## Statement of Values

We celebrate the enrichment of the whole community regardless of age, gender, racial and social origins, abilities, disabilities, culture and religion.

We will endeavour to ensure that:

- Every person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and is required to support them;
- Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- We make special provision, as and when required for disabled parking;
- We provide facilities and support, where practical, for people with disabilities – e.g. toilets, ramps, facilities.
- We use examples of people with disabilities as appropriate, even if the disabilities are not evident amongst the current school population
- We plan assemblies on disability issues

## Responsibilities

### Governing Body

The governors are responsible for:

- making sure the school complies with the Disability Discrimination Act 1995 as amended by the Discrimination Act 2005 conforming to the Regulations approved by Parliament on 25<sup>th</sup> October 2005;
- making sure the disability equality policy and its procedures are followed;
- receiving reports from the head teacher when necessary;
- making sure training opportunities are available for governors and staff as requested;
- ensuring targeted funding is used for specified groups.

### Head teacher

The head teacher is responsible for:

- making sure the disability equality policy is readily available and that the governors, staff, children, and their parents and guardians know about it;
- making sure the disability equality policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and taking appropriate action in cases of disability harassment and disability discrimination.
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### All Staff

All staff are responsible for:

- dealing with disability incidents, and being able to recognise and tackle disability bias and stereotyping;
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.
- Reporting any incident to the head teacher and other staff.

## Tackling Disability Harassment

Any incident of disability harassment is unacceptable in our school. This takes into consideration the quality of relationships within the school across the range of interactions; between adults, child to adult and adult to child, and applies to each and every member of the school community including children, teachers, head teacher, parents, governors, visitors, supervisors and all support staff. Incidents could take the form of physical assault, verbal abuse, damage to a child's property or lack of co-operation in a lesson, due to the disability of a child.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the child who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other children, tell them why it is wrong;
- report the incident to the head teacher and inform them of the action taken;

- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the head's office);
- inform both sets of parents, if appropriate.

**Maintaining Pupil Progress**

Our monitoring activities enable us to identify differences in children's performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

**Review and monitoring**

This policy is monitored on a day to days basis in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

**This statement was approved by the Governing Body on  
(or sooner if required by changing circumstances)**

**and will be reviewed in**

**Signed  
Chairperson**

**Date**