

St Gabriel's RC High School

Disability Equality Policy

Agreed June 16

Summary

St Gabriel's Roman Catholic High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of their disability.

This Single Equality and Community Cohesion Policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

St Gabriel's Catholic High School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution
- working in partnership with families, the diocese of Salford, the local authority and the wider community, to establish, promote and disseminate inclusive practice and tackle discrimination by ensuring that our Equality Policy is followed

Our achievements

We have identified a number of specific actions designed to promote positive attitudes towards disabled people. We have committed to:

- Low level door openers and ramps where possible
- Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications
- Providing any further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils through our enrichment programmes (eg Coffee morning)

- Purchasing any auxiliary aids that may be required to ensure disabled pupils have fair access to lessons, eg IT
- Look at strategies to attract or assist disabled people to be represented on a range of partnership bodies, including the Governing body, senior leadership team etc.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation
- meet requirements to publish equality schemes
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinize the recording and reporting procedures at least annually
- monitor attendance and take appropriate action where necessary
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development and formation
- deal with any reported incidents of harassment or bullying in line with LA guidance ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy

All Staff

It is the responsibility of all staff

- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender and age
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

Breaches of the policy

Breaches will be dealt with by invoking the discipline policies of the school in relation to pupils and staff; incidents involving third parties will be dealt with after seeking advice from the diocese and Local Authority.

Policy planning and development

All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity and there will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils and year groups using national and school performance data.

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity, for example, in lesson observations and the data collected is used to inform further school planning, target-setting and decision-making.

Reviewing and assessing policies

We regularly review, monitor and assess all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations. We use the results of reviews and assessments to inform planning and decision-making and make available the results of monitoring and assessments.

Our systems for monitoring and the results of assessments are transparent and are available to pupils, parents, staff and governors in a variety of ways, including:

- Governors receive reports through the curriculum committee annually
- Staff receive information disseminated at staff meetings
- Pupils will receive information from the school council
- Parents receive information in newsletters and on the website and via other accessible means including social media
- Information is always generic and will not identify individuals.

Implementing the Policy

The policy will be monitored and evaluated for its effectiveness by the Head teacher and the SLT. A report to governors is made termly.

Training, Development and Formation

Training and support for staff and governors will be identified at school level on an annual basis and training and formation will be addressed through appropriate programmes.