



Broomfield House School

SINGLE EQUALITIES AND DISABILITY EQUALITY POLICY (EQUAL OPPORTUNITIES)

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001.
- Special Educational Needs and Disability Code of Practice (DfE and Department for Health: 2014)
- Part 3 of the Children and Families Act 2014 and associated regulations

To be read with:

- Anti-Bullying Policy, Admissions Policy, School Improvement/Development Plan, Inclusion Policy;
- Special Educational Needs and Disability Act (SENDA), Safer Recruitment, SEND Policy
- Health and Safety, Behaviour and Discipline Policy, Curriculum Policy
- Educational Visits - Learning Outside the Classroom;
- Appendix A - Accessibility Plan
- Appendix B - Reasonable Adjustment Policy
- Appendix C - Racial Equality Policy

Broomfield House Strategy:

Broomfield House School's strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA) 2001. Broomfield House School is committed to providing an environment free from discrimination, bullying, harassment or victimisation. The school will focus on the well-being and progress of every child, providing a dynamic working and learning environment, where all members of the school community are valued equally for their contribution and individuality. Our approach to equality is based on the following key principles:

- **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach, work and visit here.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work including recruitment and promotion and in continuing professional development.
- **We have the highest expectations of all our pupils.** We believe that all pupils can make good progress and achieve to their highest potential.
- **We work to raise standards for all pupils but especially the most vulnerable.** We believe that improving the provision of education for the most vulnerable groups of pupils results in better outcomes for the whole school.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher to judge its effectiveness and will be updated in accordance with changes in the law. A particular focus will be given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy will be reviewed in accordance with the results shown by the monitoring.
- The Headteacher undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. If changes are required, the school will implement them. Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with *The Data Protection Act 1998*.

Last reviewed: Dec 2022

Next review: Dec 2023

Aims

The policy exists in order to ensure that all the provisions of relevant equality laws, and the recommendations of associated codes of practice, are fully observed throughout all areas of Broomfield House. Our duties under the Equality Act 2010 include dealing with issues related to pupils with special educational needs/disabilities, and making reasonable adjustments for these pupils. This has implications for the School's Admission Policy. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. Broomfield House School celebrates every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation.

Equality Statement

At Broomfield House School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, sexual orientation, disability faith or religion or any other of the protected characteristics defined by the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by ethnicity, gender and disability and this data will be used to support pupils, raise standards and ensure inclusive teaching. The school will tackle discrimination by the positive promotion of equality, challenging stereotypes, having no tolerance of bullying and creating an environment which promotes respect for all. We believe that diversity is a strength, to be respected and celebrated by all those who learn, teach and visit here.

Definition of Disability

"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."

Guiding Principles

Broomfield House School is committed to a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that pupils appreciate racial and cultural diversity, and avoid and resist racism. Fundamental to its life as a school community is the belief that all individuals, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation are of equal value. In order to ensure that our school community is one in which these values flourish, Broomfield House School is guided by the following principles in relation to Equality. Personal, Social, Health, Economic Education (PSHEE), including Social, Moral, Spiritual, Cultural (SMSC) Education, instructs all aspects of school life.

Principle 1

All learners are valued, and their contributions recognised.

Learners are supported and encouraged to maximise their potential and to contribute fully in all areas of school life. Contributions are regularly recognised: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic, and sporting achievement. We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity. We are fully committed to the fundamental ethical principles of:

- Consideration for others

- Awareness of the importance and celebration of each and every individual within the School community
- The need to respond generously to the needs of those less economically fortunate than ourselves.

School assemblies cover themes of shared concern and respect all religions, denominations or genders. Just as cultural and religious diversity within the School community is to be valued, so it is important that the life and direction of individual religious groups should be supported within the context of Broomfield House School.

Principle 2

Diversity is recognised and respected.

Treating people with respect and consideration, in accordance with Principle 1, does not necessarily mean that everyone should be treated identically. We aim to treat members of our school community with the utmost consideration and respect, and in doing so will approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:

- Disability, Ethnicity, Sex, Gender, Religion, belief or faith background, Sexual Orientation, Gender identity and as relevant:

- Pregnancy/maternity

and in relation to employment: Age, Marriage/civil partnership.

The Headteacher will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

Broomfield House School fully acknowledges its moral duty (as related to the United Kingdom's Race Relations Act, 1976, Section 1) to promote equality of opportunity and good relations between members of different racial groups and it positively welcomes any communal or educational opportunities afforded by the school's cultural and religious diversity. All members of the School (whether of the student body, teaching or support staff) deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences and of the consequences thereof. Racially abusive language by students or staff will not be tolerated. If racial, religious or cultural elements are discovered to be present in incidents of bullying, these must be acknowledged and challenged. Racially abusive language by staff or students will be a matter for disciplinary action. Special leave for religious reasons will not be unreasonably refused by the School. Applications for such leave should be made in writing to the Headteacher, giving at least a month's notice. Any special leave granted will be treated as unpaid leave; part-time employees may be given the option of making up lost time if this would benefit the School.

School lists are organised chronologically or alphabetically, rather than by gender (unless this is required by an outside agency for a particular purpose). Equal opportunities will be considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully (e.g. by attainment). Each child will be given opportunities to exercise responsibility within the classroom or the school, with care taken regarding stereotyping of roles. We see boys and girls as both carers and leaders. When lining up, boys and girls are mixed (within their own class).

Principle 3

Everyone is welcomed and made to feel comfortable within our school community

Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial and tolerant. This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic or gender-based prejudice.

We welcome all applicants to join the school, whatever the background or physical disability of a child. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions. We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Principle 4

Broomfield House follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment.

All policies and practices adopted by Broomfield House School should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, sexual orientation, marriage/civil partnerships. Being a committed equal opportunities employer, the School will take every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and the School challenges stereotyping and prejudice whenever it occurs. All pupils have equal access to the full range of educational opportunities provided by the school, and we are always striving to remove all forms of indirect discrimination that may form barriers to learning. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

Principle 5

We will recognise and address inequalities and barriers that already exist.

Broomfield House School aims to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible.

Anti-Racism: It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. The following are some ideas on how racism can be combatted:

- Pupils' names should be pronounced correctly and nicknames should be the prerogative of the nicknamed.
- Attention should be paid to spelling names correctly at all times.
- Literature in school should include names from a wide variety of cultures.
- Racist language must be categorically rejected.
- Racial stereotypes should never be used or allowed. Those in classical literature must be made explicit to pupils and contextualized.
- Bi-lingual pupils and parents must be allowed to nominate an interpreter when necessary.
- Lack of fluency in the English language should not be used as an indication of academic potential.

Sex:

- No pupil should be excluded from receiving the curriculum on the basis of their sex.
- No privileges must be reserved for pupils on the basis of their sex.

Class:

- Assumptions should not be made about pupils' home circumstances or potential based on social class.
- Pupils must be allowed to talk in their natural dialect as and when they need to.
- Direct speech in children's work may reflect dialect, particularly in the lower school before punctuation differentiates speech in written work.

Principle 6

The wider community and society should benefit from our policies and practices.

We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view Broomfield House as playing a part in the creation of such communities at a school, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived 'difference' is not tolerated.

Principle 7

On-going review and appraisal

Broomfield House School is committed to regular review of its equalities policy, which will be evaluated and edited in the light of public research; individual comments and/or complaints; quantitative and qualitative information gathered by the school.

Broomfield House School is open to feedback and response on all matters related to its equalities policy from all stakeholders, including pupils, staff, parents, and Directors.

Procedures for addressing discriminatory behaviour.

Definitions

Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.

Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The school will not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and the School looks to support any employee who is suffering from harassment. The School strives to provide a neutral working environment in which no-one feels threatened or intimidated.

Victimisation: treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because he or she intends to do any of these acts.

Unwanted Behaviour: If you feel that you have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, you are entitled to complain using the procedures set out below.

Informal Resolution

Stage 1: You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.

Stage 2: If the unwanted behaviour continues, you should ask the Headteacher to speak to the person concerned. If the person concerned is the Headteacher, you should ask the Proprietor to speak to the Headteacher.

Stage 3: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal Procedure

Formal notification: If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the School's Grievance Procedure. You will be entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance will be investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Roles and Responsibilities

Broomfield House School expects all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equalities Act. All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- respond appropriately to incidents of discrimination and harassment and report these;
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities;
- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies and
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Responsibilities of Employees

- Every employee is required to assist the Headteacher and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.
- Employees should be aware that they can be held personally liable as well as, or instead of, the Proprietor for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.
- Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

The Role of the Headteacher

Responsibilities include ensuring that the school complies with legislation and that this policy, associated procedures and action plans are implemented. The Headteacher will keep relevant aspects of the school's commitment to the Public Sector Equality Duty under review including standards, curriculum, admissions, exclusions, staffing issues, and the school's physical environment. The Headteacher is also responsible for the implementation of this policy, for ensuring that all staff and pupils are aware of their responsibilities and are given appropriate training and support. Additionally, this includes taking appropriate action in any cases of unlawful discrimination. The Headteacher, through the Leadership Team, will monitor the outcomes of this policy.

- It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy.
- It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of Teaching and Support Staff

They will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality and Diversity Policy.

- All staff will challenge prejudice and discrimination and will deal fairly and professionally with any prejudice related incidents that may occur. Serious incidents will be recorded and drawn to the attention of the Headteacher.
- Staff will plan and deliver lessons that reflect the school's ethos and principles, for example, by providing materials that reflect positive images of race, disability, faith and gender.
- Staff will support different groups of pupils through differentiated planning and teaching to maintain the highest expectations of success for all pupils.

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, the class teacher should pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, History topics in our school include examples of the significant contributions women have made to developments in this country's history. In Geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world. All our teachers challenge any incidents of prejudice or racism.

Visitors – all visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. Where necessary, we will provide guidance and information, for example in school newsletters, to enable them to do this.

Equality of Opportunity: Employment Code of Practice

Broomfield House School is an equal opportunities employer, and aims to implement best practice in this area.

Recruitment

All newly created posts will normally be advertised externally as appropriate to the position in question. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, Broomfield House School will also make clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our Child Protection commitments.

Selection of Candidates

We will clearly define requirements for selection in the job descriptions sent to candidates as part of the employment application process. Selection criteria for employment will be objective, job-specific and carefully assessed as necessary to the fulfilment of the position. Interviewing and short-listing will be carried out in a consistent and fair manner across all positions and departments within the school, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and short-listing will be objective and directly relevant to the nature of the vacant position. Interviewing must only be carried out by suitably qualified and prepared panels of staff.

Existing Workforce

The school will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.

Job Applicants Equality Profile

Broomfield House School will regularly monitor the ethnic/gender/age/disability profile of job applicants applying to the school throughout the main stages of recruitment (application, short-listing, and interview) using the information voluntarily provided by applicants in the personal information section of the job application form.

Employee Training and Development

Broomfield House School is committed to equality of opportunity in terms of access to CPD and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their full professional potential.

Grievances Following Termination of Your Employment

Procedure: If you wish to raise a grievance in writing following the termination of your employment, you should follow the relevant provisions of the School's Grievance Procedure.

Disability Equality Policy

Compliance with the Special Educational Needs and Disability Act (SENDA)

The Headteacher of Broomfield House has a proactive approach in ensuring that there is no discrimination against disabled children and prospective children in the provision of education and associated services in Broomfield House and in respect of admissions and exclusions. Improving access to education and educational achievement by disabled children is essential to the Headteachers' policy of ensuring equality of opportunity, full participation in society and the economy.

We are committed to Disability Equality and understand the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010. Through a positive approach we actively work towards disability equality, with our pupils, parents/guardians and staff. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the school culture and informs the way we apply the Duty. The school's ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society. This policy and the Accessibility Plan contribute to the review and revision of related school policies as follows:

- School Improvement/Development Plan, Special Educational Needs and Disability Act (SENDA);
- Equality and Diversity Policy (Equal Opportunities, Racial Equality and Anti-bullying);
- Curriculum Policies, Admissions Policy, Inclusion Policy, Learning Outside the Classroom.

Broomfield House is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Broomfield House therefore seeks to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments. Disability discrimination law covers employment, the provision of services and the provision of education. It is the policy of the School to comply with the DDA. All documentation in Broomfield House (handbooks, policies and procedures) take into account the implications of the DDA.

Definition of Disability

"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." A person has a disability if they have 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. Reference to disabled people includes disabled children, young people and adults, as pupils, employees, proprietors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, and mental health conditions or learning difficulties/disabilities.

The Special Educational Needs and Disability Act 2001:

- provides for disabled children by preventing discrimination against them at school on the grounds of disability;
- grants jurisdiction to Special Educational Needs Tribunals to hear claims of disability discrimination;
- revises and reforms the existing Special Educational Needs regime ("SEN");
- imposes new planning duties on independent schools.

It is the policy of our school to ensure that we do not discriminate against a disabled child by:

- treating a disabled child or prospective child less favourably for a reason relating to his or her disability than someone to whom that reason does not apply *without justification*; or
- failing to make reasonable adjustments to admission arrangements and, in relation to education and associated services, failing to ensure that disabled children or prospective children are not placed at a substantial disadvantage in comparison with their non-disabled colleagues *without justification*.

It is, however, extremely important to note that the duty on the school to make reasonable adjustments does not extend to providing auxiliary aids and services or to making alterations to the physical features of Broomfield House School.

Our Aims and Objectives for Disability Equality

Our key objective is to reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, prospective pupils and adult users with a disability. Our aims and objectives reflect the requirements of the Duty and that is to have due regard to do the following:

- to continually aim to improve the inclusivity of the curriculum;
- promote equality of opportunity between Disabled People and non-Disabled People;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of Disabled People that is related to their impairment;
- promote positive attitudes towards Disabled People;
- encourage participation by Disabled People in public life and
- take steps to meet Disabled People's needs, even if this requires more favourable treatment.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy. The school recognises its duty under the DDA:

- not to discriminate against disabled pupils in their admissions and exclusions, provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage and
- to publish an Accessibility Plan.

In performing their duties, the school has regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on the child's 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 in the light of their assessed needs; and endorses the key principles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs and
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

There are several very important concepts within the above definitions of discrimination. These include:

Disability

The definition of disability is the same as for disability discrimination in the employment field. In brief, a disabled child or prospective child is someone who has a physical or mental impairment that has a substantial, long term and adverse effect on his or her ability to carry out normal day-to-day activities. Disabilities may, for example, include epilepsy, learning and behavioural difficulties, as well as the "traditionally" recognised disabilities. There are, however, specific exclusions for substance dependency, seasonal allergies, and tendencies to steal, start fires or physically/sexually abuse.

Admissions, Education and Associated Services

Broomfield House has a duty not to discriminate within the parameters of our published admission policy. "Admissions" refers to the criteria set out within the published admissions policy including the terms on which admission is offered. This extends in reverse to exclusions. "Education and associated services" means effectively all aspects of school life including preparation

for entry, the curriculum, classroom organisation, time-tabling, access to Broomfield House facilities, and extra-curricular activities, school policies including discipline and off site activities.

Less Favourable Treatment

This means treating a child, for the reason relating to the child's disability, less favourably than Broomfield House would treat a child without such a disability. For example, in the case of a child with epilepsy, if Broomfield House refused to admit the child on the grounds that the child would have fits, then the comparison to be made would be with a child who meets similar criteria for admission but does not have epilepsy. Assuming here that the other child would not be barred from admission, the disabled child in this example would be the subject of less favourable treatment.

Reasonable adjustments

Broomfield House takes steps that are reasonable to ensure that enrolled and prospective disabled children are not placed at a substantial disadvantage in comparison with non-disabled children. Broomfield House understands that it will be treated as discriminating against such a child if it fails *without justification* to take such reasonable steps to the child's detriment. Although as stated above, the duty to make reasonable adjustments does not (in the education context) extend to the provision of auxiliary aids or services or the make of physical alterations to buildings, wherever possible and practical it is the policy of our school to make such arrangements. Examples of the type of reasonable adjustment may include:

- Broomfield House School equal opportunity and bullying policies covering the instances of harassment on grounds of disability;
- Training willing teaching and support staff to administer medication (eg. in the case of an epileptic fit) or to adopt teaching practices to cope with disabled children (eg. those with hearing difficulties) and
- Relocation of certain facilities within our school to enable access for disabled children.

Without justification

Treating a disabled child less favourably or failing to make a reasonable adjustment is discriminatory unless there is *justification*, which may include financial considerations. Broomfield House operates its admission criteria objectively.

Increasing Accessibility

Admission to the school depends upon a prospective child meeting the required entrance criteria. Broomfield House must feel reasonably sure that we will be able to meet the educational needs and develop the prospective pupil to the best of their potential. This is to ensure that there is every chance that the child will have a complete, happy and successful time at school and will grow into a well-rounded adult, fully equipped with essential life skills. The strands to the planning duty at Broomfield House are:

To improve the inclusivity of the curriculum

The term "curriculum" covers not only teaching and learning but the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits. Broomfield House already provides additional provision to enable children with learning difficulties to access the curriculum based on the *Special Educational Needs and Disability Code of Practice* (DfE: July, 2014). In focusing on this part of the duty Broomfield House School considers the needs of a wide range of disabled children and prospective children. Consequently, the school makes the curriculum accessible to all children, using the documents to develop the use of curriculum audits to review the patterns of achievement and participation by disabled children in different areas. Broomfield House School uses a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of children. It also takes into account and considers staff training needs.

To improve the accessibility of the site

This strand includes improvements to the physical environment of the school and physical aids to access education. Improvements in physical access might include ramps, handrails, widened doorways, etc. Broomfield House School considers accessibility in all purchasing directions.

To improve accessibility to information for disabled learners.

Broomfield House uses several of its policies as tools in making the curriculum accessible to disabled children: *Inclusion, SEN, Target Setting and Accessibility Plan*. The School will set out in its plan how it will provide the written material it usually provides for all children to disabled children within a reasonable time. The Headteacher has a three-year accessibility plan. Our accessibility plan is a plan for:

- (a) increasing the extent to which disabled children can participate in the school curriculum;
- (b) improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services and

(c) improving the delivery to disabled children of written information which is provided to children who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by children or parents about their preferred means of communication.

The accessibility plan must be in writing. Broomfield House School has a duty to review plans, revise them if necessary, and implement them. Adequate resources for implementation should be allocated.

Broomfield House School has to make its accessibility plan available to interested parties on request at reasonable times.

ISI monitors the planning duty through their inspections and the Secretary of State can intervene where a school is not complying with the planning duty, and can direct a school to do so.

What is the scope of the duty?

Broomfield House seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments to our policies, criteria and practices (i.e. the way we do things) and by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment, extra staff assistance, note-taking, induction loops, audio-visual fire alarms;
- readers and assistance with guiding.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

Entry tests

We are allowed by law to apply an entry assessment and we do so as part of our admissions process for children in Years 1 - 6. If necessary, we make reasonable adjustments for disabled applicants sitting the entry assessment, such as, for example, allowing any appropriate work to be completed on computer rather than by hand. However, the pass criteria for any assessment is not altered as this would not be a reasonable adjustment.

How do I request an adjustment?

Broomfield House School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter. If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (or "SENCO") setting out in full the adjustment and (if necessary) how the school could put this into practice.

The school's response

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs 10% of a term's fees or less and satisfies the non-cost-related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the school decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment, the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources, health and safety requirements;
- the need to maintain academic, musical, sporting and other standards and the interests of other pupils (and potential pupils).

Confidentiality

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

Outcome

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the school's decision?

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.

The Disability Discrimination Act in the Employment Context

The Act defines certain types of disabled people who are protected from discrimination by employers. S.1(1) of the Act provides that *"a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities"*. The definition of disability contained in s.1 can therefore be said to break down into four main parts:

- the person must have a physical or mental impairment;
- the impairment must have adverse effects which are substantial;
- the substantial effects must be long-term and
- the long-term substantial effects must have an adverse effect on normal day-to-day activities.

Discrimination and Reasonable Adjustment

The Act imposes an obligation on Broomfield House School to make certain adjustments to its premises and the ways in which it offers employment, in order to accommodate disabled employees. A failure to comply with the duty to consider reasonable adjustments is, in itself an act of unlawful discrimination, unless it can be justified for a reason which is both material to the circumstances of the particular case and substantial (s4(2) and (4)). The duty of The Broomfield House School to make adjustments will only be triggered when it employs a disabled person, or a disabled person applies, or considers applying for a job at our school.

Discrimination

Discrimination on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups, jokes and graffiti. This can be described as harassment, is unacceptable and is not tolerated within the school environment. The types of behaviour that can be construed as being discriminatory include:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as the wearing of racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse or threats;
- incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation
- refusal to cooperate with others on the grounds of race, gender, disability, religion or sexual orientation.

Recruitment arrangements

In the recruitment process, the duty to make adjustments for disabled persons applies in relation to disabled people who are actual or potential job applicants (s.6(5)(a)). However, the School only has a duty to make adjustments in relation to an actual or potential job applicant or an employee whom it knows, or could reasonably be expected to know, has a disability (or has had a disability) and is likely to be put at a substantial disadvantage by the Headteacher's existing arrangements (s.6(6)(b)). If applicants indicate in their CV and application form that they are disabled, then Broomfield House School will make adjustments for them in the recruitment process. Broomfield House School will appraise all staff involved in the recruitment process (receptionists, interviewers) as to the nature of applicants' disabilities, so that they can look for disabled applicants when they arrive and offer them assistance, if necessary.

Responding to and reporting incidents

Instructions for the management of bullying are contained within the Anti-Bullying Policy. Bullying that is perceived as discriminatory as described above must be reported to the Headteacher.

Admissions

Broomfield House asks parents to include in their admissions documentation a note as to the health of the prospective child at the time of application and any reasonable adjustments which may be required for the purpose of the entry process or education at our school. In assessing any child or prospective child, our school may take advice and require such assessments as it regards as appropriate. Subject to this, Broomfield House School is sensitive to any requests for confidentiality.

Applications are considered in line with the admission arrangements for all pupils. A child's disability does not prevent their being offered a place and integrated into the school unless:

- the content, structure and delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it and
- our school would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our curriculum to be met.

We have an ongoing commitment to disability equality within our school and through a positive approach, actively work alongside the Headteacher, parents/guardians, staff and pupils of Broomfield House School. We work towards:

- increasing the extent to which disabled pupils can participate in our school curriculum and associated services;
- improving the delivery to disabled pupils of information that is provided in writing to non-disabled pupils by ensuring that a range of different formats and communication aids are used where necessary to ensure that all information is accessible to everyone within our school.

Education and Associated Services

"Education and Associated Services" is a broad term that covers all aspects of our school life. This list exemplifies the range of activities that may be covered by this term:

- preparation for entry to our school, the curriculum, teaching and learning;
- classroom organisation and grouping of children, timetabling and target setting, homework;
- access to our school facilities, activities to supplement the curriculum e.g. drama group visiting the school;
- school sports, school policies, breaks and lunchtimes including the serving of school meals, interaction with peers;
- assessment and exam arrangements, school discipline and sanctions including exclusion procedures;
- school clubs and activities, educational visits, our school's arrangements for working with other agencies and
- preparation of children for the next phase of education.

Delivery of the curriculum

Broomfield House School staff are provided with continuous professional development in further making the curriculum accessible to all pupils. The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Access to the Curriculum

It is vital that disabled pupils be able to access the curriculum. There should be:

- a communicative friendly environment;
- a commitment to becoming a dyslexic-friendly school and
- support for individual needs.

Physical environment

Broomfield House, whilst having an exceptional physical environment, continues to take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Whilst we have excellent access, lighting, acoustic treatment and colour schemes, we will continue to ensure this standard is both maintained and built upon. To this end a full audit of the buildings and site to identify obstacles has been carried out and an accessibility plan produced.

Provision of information in other formats

Our school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Teaching and learning style

Through the combination of teaching and pastoral care we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- promote attitudes and values that will challenge discriminatory behaviour;
- seek to involve all parents/guardians in supporting their child's education;
- provide educational visits and extra-curricular activities that all pupils can participate in;
- take account of the performance of all pupils when planning for future learning and setting challenging targets and make best use of all available resources to support the learning of all groups of pupils.

In our school we aim to tackle disability discrimination and promote equality of opportunity across all aspects of our school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling disability discrimination and promoting equality of opportunity through our school Prospectus, Code of Conduct, newsletters to parents and displays of work and
- making clear to our pupils what constitutes aggressive and discriminatory behaviour.

All our staff have a duty to work to this policy to ensure inclusion of pupils with disabilities. Wherever practicable, Broomfield House School considers and seeks to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act (2005). We ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications and they are not disadvantaged when renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by our school at the discretion of the Headteacher. This is dependent on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss. The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post, a gradual return to work, a reduction in hours, redeployment;
- premature retirement on grounds of incapacity and termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s). The school makes reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed. Broomfield House ensures that a programme of training is offered to staff to increase their awareness of children with disabilities and inform them of appropriate action to be taken when delivering the curriculum.

Tackling Disability Harassment

Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Head teacher and inform him of the action taken;
- inform the form tutor of both the victim and the aggressor, then record what happened on the STAR chart which is kept in the office and
- inform both sets of parents, if appropriate.

The Elimination of Harassment / Promotion of Understanding

It is important to maintain a supportive environment and eliminate negative pressures that might impede the progress of a disabled child and damage self-esteem:

- Anti-bullying Policy regularly reviewed;
- Regular assemblies, circle time about our differences and
- Education regarding types of disabilities and the needs of those individuals – among staff, pupils and the general community to encourage empathy.

Policy into practice

This policy is included in induction meetings for staff, parents/guardians and pupils and added to the agenda of staff meetings.

Policy impact

- We have a rolling programme for reviewing our school policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils with a disability. We pay specific attention to the impact that our policies have on the attainment of pupils with a disability.
- We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through Broomfield House School. As part of this process, we regularly monitor the performance of pupils, to ensure that all groups

of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

- Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet individual needs and to set targets in our strategic plan, in order to make the necessary improvements.

Developing Our Accessibility Plan

Therefore, Broomfield House has developed its accessibility plan in the following ways:

