



## Equality & Diversity Policy

The School Committee's policy on Equality and Diversity reflects the school's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender.

This policy is written in the context of:

- The National Curriculum 2000
- The Race Relations (Amendment) Act 2000
- Part 5A of The Disability Discrimination Act (DDA)2010
- The Children Act 2004
- Gender Equality Duty Code of Practice 2007
- Every Child Matters Green Paper 2003
- National Healthy Schools Programme 1999
- The Equality Act 2010
- Schools Admissions Code 2009

### **Aims and Values**

Azhar Academy Girls School is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition of worth to all its members. We are a school that provides students with an awareness of the global dimension and a respect for other cultures. AAGS is a school that fosters integrity, fairness and respect. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, race, colour, religion, disability or sexual orientation.

At AAGS we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove and barriers to access, participation, attainment and achievement. We will promote community cohesion at school, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

To meet its duties in respect of Equality Schemes for Disability, Race and Gender, the school will aim to:

- provide a secure environment in which all our students can flourish and achieve all five outcomes of Every Child Matters (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- if required eliminate unlawful gender discrimination and harassment;
- if required eliminate discrimination that is unlawful under the DDA;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- prepare students for participation in Britain's multi-ethnic, diverse society;
- help all students develop a sense of personal and cultural identity that is confident and open to change;
- acknowledge the existence of racism and take steps to prevent it;
- oppose all forms of racism, xenophobia, racial prejudice and racial harassment;
- protect students against discrimination who are pregnant, recently given birth or who are undergoing gender reassignment.
- Not allow students to be victimized for anything done in relation to the Act by their parent or sibling.
- work with parents and the wider school community to promote equality of opportunity for all.

To achieve these aims we will:

- involve stakeholders in the development and review of policy relating to Equality and Diversity;
- publish and share our policy with the school and wider community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- have high expectations of behaviour which demonstrate respect to others.

## **Responsibilities**

### **The School Committee**

The School Committee is responsible for:

- the school's compliance with Equality and Diversity legislation
- the school's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure students are admitted without regard to ability, disability, gender or ethnic group;

- being involved, as appropriate, in dealing with serious breaches of the policy. The Headteacher It is the headteacher's responsibility, in conjunction with the Senior Leadership Team, to:
- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant Continuous Professional Development (CPD);
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with guidance;
- The Headteacher will report annually to the School Committee on the school's compliance with the Equality and Diversity Policy.

### **All staff**

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents of victimisation caused by perceived differences;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping;
- promote equality and good relations and not discriminate on grounds of age, gender, race, colour, religion, disability or sexual orientation
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### **Monitoring and Evaluation**

- Data will be used to monitor the attainment and progress of students by special educational need, free school meals (FSM) and ethnic group;
- The results of review and evaluation procedures will inform planning, target setting and school improvement objectives;
- The site issues relevant within the Accessibility Plan are reported to the Premises Committee. Policy statements for Disability and Racial Equality plus Accessibility plans are attached. The policy and plans will be reviewed every three years.

### **Disability Equality and Accessibility**

#### **Definition of disability**

A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial.
- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

**Presence:** A register will identify how many disabled students there are in the school and which impairment groups are represented.

**Achievements:** A detailed analysis of outcome data for disabled students will focus on:

- exams;
- accredited learning;
- end of key stage outcomes;
- achievements in extra curricular activities; and
- broader outcomes such as those set out in Every Child Matters.

### **Promoting equality of opportunity**

The accessibility plan indicates many of the reasonable adjustments that will be made to secure equality of opportunity. In addition, staff will consider the reasonable adjustments required to involve all students in educational trips and visits. The School's Curriculum and Premises Sub-Committees will consider action research projects to further include disabled students in the life of the school.

Notwithstanding the actions and commitments reinforced in the Accessibility Plan, the school is committed to work alongside parents/carers in providing improved and tailored access to its premises, curriculum and provision of information. However, as an independent school with very restricted funding, these options will depend upon extended commitment, support and assistance from parents/carers and/or relevant agencies, financially, through parental or parentally-facilitated suitable classroom assistance or through any other suitable method.

## **Eliminating discrimination and harassment**

The following actions are planned:

- Training opportunities for teaching assistants and other staff in meeting the needs of students with language and communication impairments;
- Information on all students with disabilities to be made available digitally and securely for staff;
- awareness raising of disability-related harassment through assemblies and PSHE programmes;
- review of anti-bullying policy

## **Promoting positive attitudes**

We will seek to promote positive attitudes to disability in a number of ways including:

- staff modelling respectful attitudes to disabled students, staff and parents;
- representation of disabled people in positions of responsibility in the school; and
- ensuring there are positive images of disability in school books and other materials.

## **Accessibility Plan**

1. This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from January 2012 – December 2018.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Azhar Academy Girls School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
  6. We acknowledge that there is a need for ongoing awareness raising and training for staff and school committee members in the matter of disability discrimination and the need to inform attitudes on this matter.
  7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
    - Curriculum
    - Equal Opportunities and Diversity
    - Staff Development
    - Health & Safety (including off-site safety)
    - Inclusion
    - Special Needs
    - Behaviour Management
    - School Improvement Plan
    - Asset Management Plan
    - School Brochure and Mission Statement
    - Teaching and Learning File
  8. The Action Plan for physical accessibility relates to the Access Audit of the School, which will be undertaken regularly by the School Committee. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School Brochure will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Plan will be monitored through the Curriculum and the Premises Sub-Committees of the School Committee.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

**Azhar Academy Girls School Accessibility Plan 2012-18**

**Improving the Physical Access at Azhar Academy Girls School**

Item	Activity	Location	Timescale	Person Responsible
Dropped kerbs/accessibility ramps	Pedestrian access	Wheelchair ramp to access school on the secondary main door	by August 2017	The Premises Sub-Committee
Wheel-chair height gate-opening options	Installation of automatic gates outside the school site	School main entrance fence door	Done	The Premises Sub-Committee
Staircases	Colour-contrasted handrails to both sides of staircases	In school	Done	The Premises Sub-Committee
Doors at top of stairs to prevent wheelchair users accessing stair case.	Install doors	In school site	doors already in place	The Premises Sub-Committee
Accessible toilet	To provide one unisex accessible toilet	Available	Already in place	The Premises Sub-Committee

Provision of a lift to access the upper floors	Installation and maintenance of lifts	Two lifts available on the school site	Already in place	The Premises Sub-Committee
Provision of induction loops	Receptions and Headteacher's office	School reception and headteacher's office	December 2018	The Premises Sub-Committee
Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.	Already in place in the school site	Done	The Premises Sub-Committee
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, <u>as funds allow</u> .	Both sites	Done	The Premises Sub-Committee
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height.	School	Already in place	The Premises Sub-Committee
Height adapted worktops in the ICT and Science lab	To be adjusted to wheelchair height.	School ICT and Science labs	Already in place	The Premises Sub-Committee
Ensure fire procedures take account of the needs of students with disabilities	Review the needs of the identified students Ensure that appropriate provision, including places of safety have been established	NA	As required	Fire Safety Officer

**Azhar Academy Girls School Accessibility Plan 2012-18**

**Improving the Curriculum Access at Azhar Academy Girls School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Current	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Current	Increase in access to life-preparation learning
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Current	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Current	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current	Whole school community aware of issues relating to Access	September 2012 and ongoing	Society will benefit by a more inclusive school and social environment

	status of school			
Identification of priorities for enhancing access for students with SEN within each department area.	Planning meeting at regular intervals between Inclusion leaders and HoDs.	Each HoD to be clear as to the priorities for students with SEN in their department, the needs of the teachers who have responsibility for those students and the issues in the curriculum material which arise accordingly.	April 2012 onwards	Increase in access to the National Curriculum
Continue to ensure all new decoration requirements fit the DDA act requiring that contrasting colours are used when decorating a classroom etc or refurbishment	Seek advice on contrasting colour schemes from LEA	learning environment are made visually accessible to all children in the school	September 2012 onwards	Increased access for all

**Azhar Academy Girls School Accessibility Plan 2012-17**

**Improving the Delivery of Written Information at Azhar Academy Girls School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it – depending on funds	All school information available for all	As required	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from relevant bodies on alternative formats and use of IT software to produce customized materials – depending on funds	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	On-going and as required	School is more effective in meeting the needs of pupils.