

EP Collier Accessibility and Equality Scheme including Anti-Bullying and Discriminatory Policy Framework

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Section 1- Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

At EP Collier we will not discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

We will not discriminate against a potential employee in respect of whether to offer a job or the terms on which it is offers a job, or discriminate against an existing employee in respect of the benefits facilities and services it offers to its employees including training opportunities, promotion or dismissal.

We will not discriminate against a pupil or prospective pupil by treating them less favourably because of their, actual or perceived, sex, race, disability, religion or belief, sexual orientation, if they are pregnant or have recently given birth, are undergoing gender reassignment or age (age does not apply to children).

We will also ensure that the same principles will apply to those employed by the school and as far as possible by those visiting it whether on official business or as casual visitors.

At EP Collier we will also not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a child is associated ie. parents or siblings.

The Equality Act 2010 defines four kinds of unlawful behaviour - direct discrimination; indirect discrimination; harassment and victimisation.

Direct and Indirect Discrimination

At EP Collier we will observe the principles that direct discrimination is always unlawful - this is when a person is treated less favourably, because of a protected characteristic, than others in the same circumstances. They will also be aware that indirect discrimination occurring when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic is unlawful unless it can be shown to be 'a proportionate means of achieving a legitimate aim'. ie. it could not reasonably be achieved in a different way which did not discriminate.

Harassment

At EP Collier we will observe the principle that harassment is unlawful, this is where 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person' including unpleasant or bullying behaviour and potentially extends to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation

At EP Collier we will observe the principle that victimisation is unlawful when a person is treated less favourably than they otherwise would have been because of something they have done ('a protected act') in connection with the Equality Act eg. Making and allegation of discrimination or bringing a case under the Equality Act.

As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or sibling in relation to the Equality Act.

At EP Collier we will ensure that every pupil irrespective of, actual or perceived, race, disability, sex, age, religion or belief or sexual orientation is able to achieve high standards and that strategies are in place to monitor achievement and to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that EP Collier Primary School's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in EP Collier Primary School include, as reasonably as possible, a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

At EP Collier Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The aim of this scheme is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

It is our intention is that:

- every pupil will feel valued for who they are, so they can grow and flourish into confident, successful adults
- barriers to opportunity, achievement, success or enjoyment will be removed
- all our families will feel valued and their diversity recognised and celebrated
- our wider community will benefit from the work of the school, building on the values of community cohesion

Section 2 - School Profile and Values

EP Collier Primary School is a successful and growing school located close to Reading town centre. It is a vibrant, friendly, multicultural school with a strong, positive ethos. The children who attend EP Collier Primary School benefit from an exciting and effective education where every child is valued as an individual.

The proportion of children known to be eligible for the pupil premium funding is below average. The proportion of children supported at school action is below average but the proportion of children supported at school action plus or with a statement of special educational needs is above average. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is above average. More pupils than average join or leave the school at different points in the school year. The school has a Speech and Language Resource that caters for up to twelve pupils; these children are integrated into the mainstream classes in the afternoon.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

1. Respect the equal human rights of all our pupils and to educate them about equality

2. Work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to and, where ever possible, gain full access to all activities
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations
5. Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context and vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils
6. Respect the equal rights of our staff and other members of the community
7. In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion (Equality Act 2010)

Section 3 - The Race Duty and Community Cohesion

EP Collier Primary School recognises that people can experience discrimination on the basis of race which includes colour, nationality and ethnic or national origins. This discrimination can manifest itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. EP Collier Primary School will take all necessary measures to prevent and tackle racial harassment and help people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education and work.

EP Collier Primary School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

We will:

1. Tackle unlawful discrimination by:
 - Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them
 - Dealing with complaints of discrimination and harassment speedily according to Reading Borough Council Guidance and notify complainants of the outcomes and action taken
 - Encouraging dialogue between different racial groups on the appropriateness of our service offer
 - Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups
2. Support cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families
 - Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life
 - Using our support for the voluntary and community sector to promote good race relations
 - Countering myths and misinformation that may undermine good community relations
3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:
- Promote the active participation of minority communities in shaping the future of our school
 - Ensure EP Collier Primary School staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations
 - Expand access across all communities and in all areas of school activity

Community Cohesion

At EP Collier Primary School we understand our duty to promote Community Cohesion. Our school considers this to be a fundamental part of our role. We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At EP Collier Primary School

- We create a sense of shared values by celebrating the cultural diversity of our school community; for example by celebrating a range of different religious festivals
- We develop an understanding in pupils that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and Learning Community activities, including assemblies. Mutual respect, honesty, fairness and trust between different groups including pupils and teachers is embedded in the ethos of EP Collier Primary School and is addressed in our statement of values

We will evidence our effectiveness by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision
- A strong sense of individual rights and responsibilities within the school community

- That all children and parents feel they are being treated fairly and have the same opportunities
- That pupils trust EP Collier Primary School to act fairly
- That we have strong and positive relationships

Section 4 - The Disability Equality Duties

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Refer to the Equality Act 2010 for a full description of what is and what is not included under the definition of disability.

Staff

Governors will not discriminate against disabled people applying for jobs, or against existing disabled staff. The Governors recognise their obligations to be required to take reasonable steps to enable disabled people to use a non-educational service provided at the school. Governors will remove physical obstacles to disabled people where such changes are reasonable.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction - that is to say, it protects disabled people but not people who are not disabled. This means that at EP Collier Primary School we are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

The Duty

The Equality Act 2010 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

- Failure to make a reasonable adjustment can no longer be defended as justified
- The elimination of discrimination that is unlawful under the Equality Act 2010
- The elimination of harassment of disabled people that is related to their disability
- Active promotion of positive attitudes towards disabled people
- By encouraging participation in public life by disabled people
- By taking steps to meet disabled people's needs, even if this requires more favourable treatment

These apply to all disabled pupils, staff and those using services provided by schools.

Schools' Duty

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Schools will also need to have regard of the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

See Appendix 1 for EP Collier Primary School's Accessibility Plan 2019-22.

Additional Implications for Schools

1. The role of a school as a service provider

Schools have additional obligations as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

2. Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings and meetings with teachers should be held in accessible parts of the building.

3. Hiring transport

School staff will need to be aware that when hiring transport there is a duty on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

4. Election of parent governors

The election of parent governors is covered by the act and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Section 5 - Gender Equality Duties

EP Collier Primary School:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or have flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes
- Is committed to ensuring the rights, under the Equality Act 2010, of transgender people

At EP Collier Primary School:

- We monitor pupil progress in relation to their gender and set targets accordingly

- We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the Local Authority
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the PSHE programmes
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender

Section 6 - Religion and Belief

EP Collier Primary School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

Equality with regard to religion or belief is promoted at all levels in EP Collier Primary School and particularly within the RE and PSHE curriculum. This is supported by:

- Visiting speakers coming into assemblies
- Raising awareness of local faith events
- Making provision for pupils to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the subject leader for RE, regarding its priority on the curriculum and how it can best be supported
- Discussion with the School Council regarding the matter, and taking account of their voice
- Recording and analysing relevant behavioural incidents, and reporting that to Governors annually

Section 7 - Sexual Orientation

EP Collier Primary School is committed to combating discrimination faced by lesbians, gay men, bisexual and gender reassignment people. We aim to ensure equality of opportunity for all people across services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about lesbian, gay, bisexual and gender reassignment communities, both internally and to the community as a whole.

Protection from discrimination because of gender reassignment in schools is new for pupils in the Equality Act 2010. This means that it is now unlawful for schools to treat pupils less favourably because of their gender reassignment and that schools will have to factor in gender reassignment when considering their obligations under the new Equality Duty. Gender reassignment is defined in the Equality Act 2010 as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.

Our school recognises the need to protect learners from unlawful discrimination, harassment or victimisation on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within EP Collier Primary School and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At EP Collier Primary School homophobic bullying, language and stereotypes will be challenged. The PSHE curriculum will address these issues as part of its Sex and Relationships Education (SRE) programmes of study.

Section 8 - Age

EP Collier Primary School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger people and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Section 9 - Anti-Bullying and Discriminatory Policy Framework

EP Collier is a caring community; our school aims describe an establishment built around respect, responsibility and equality. The school therapeutic approach to behaviour policy is designed to support this ethos. It aims to promote an environment where everyone feels happy, safe and secure, and able to give of their best.

All forms of bullying and discrimination are unacceptable and will not be tolerated. We define bullying as the **habitual action** by an individual or a group who seek to harm or intimidate those whom they perceive as vulnerable. A **conflict** between two equals is not considered bullying.

The school does not interpret these situations as bullying:

- Naturally boisterous behaviour
- The tendency to boss whoever is around

Bullying can be:

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Bullying may include discrimination, harassment and victimisation and may be associated with race, disability, Special Educational Needs, sex, religion or belief, sexual orientation, or other vulnerable groups.

At EP Collier we aim to prevent bullying of any kind and create an ethos where acceptance, tolerance and respect for others are promoted in all we do. The school will act to prevent bullying occurring in the first place. Through the school ethos (i.e. positive relationships, modelling preferred behaviour, use of assemblies, circle times, rewards and sanctions), children will be taught appropriate behaviour and social skills which reflect the ethos of caring/valuing each other and which raises their self-esteem.

The school will act on all reported acts of perceived bullying as soon as possible, following the procedure flow chart (see Appendix 2) recording the incidents (see Appendix 3) and passing the information to the anti-bullying co-ordinator.

Children will be encouraged to:

- Always report any bullying of themselves or others - telling is OK
- Say no in a very loud voice
- Ask the bully to stop
- Tell a member of staff straight away
- Never join in bullying
- Reflect on their own behaviour and how they can show that they care for each other

Parents will be asked to:

- Inform the school immediately if they are aware of or suspect bullying is taking place
- Keep the school informed of any further incidents
- Encourage children not to be aggressive and treat others in the way they want to be treated
- Support the school if further action needs to be taken

Governors will:

- Satisfy themselves that the school policy and systems are preventative, yet capable of dealing effectively with bullying should it occur

The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- The School Council
- Pupil and parent surveys

Staff will receive relevant training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

Section 10 - Employment Practices

EP Collier Primary School observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training

- All teaching staff are subject to performance management and support staff have an annual review
- The school will follow the advice of Local Authority officers in all matters regarding employment matters

Section 11 - Equality Impact Assessment

We are reviewing key policies, functions and procedures relevant to meeting the duties set out under the Equality Act 2010. In line with best practice the effectiveness of this Equality Scheme will be monitored and delivered through the Governors' role plus school improvement and self-evaluation processes. This will also inform future planning and focus.

Section 12 - Consultation and Information

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

We will include consultation on our policy and practices in relation to equality issues to parents and staff.

We will also involve stakeholders in the implementation and review of this scheme in the following ways:

- **Pupils** - The scheme will be discussed in PSHE sessions and through the School Council
- **Parents** - The Scheme will be put onto the website and parents will be notified of this
- **Staff and Governors** - The Scheme will be approved by Governors and the Senior Management Team and it will be shared with all other staff via the school website. Comments about it will be welcomed, either individually or through union representatives

Section 13 - Equality Scheme Objectives

Under the Equality Act 2010 the specific duties regulations require schools to:

- a) Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- b) Prepare and publish equality objectives

Schools then need to update the published information at least annually and to publish objectives at least once every four years.

This section sets out the objective we have identified in order to eliminate discrimination, harassment or victimisation and promotion of equality in relation to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

We are pleased to note those incidents of harassment and bullying are low at EP Collier Primary School and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times bullying and discrimination are challenged and replaced with opportunity, relationship and community.

Objective:

1. To ensure all pupil groups identified within the Equality Scheme have the same access, provision and opportunity as all other pupils and they are successful in all aspects of attainment and other outcomes
2. To ensure in all aspects of its work, EP Collier Primary School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion

Section 14 - Roles and Responsibilities

Roles and Responsibilities

The Governors are responsible for:

- Making sure the school complies with Equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed
- Reviewing the policy and its impact

The Head Teacher is responsible for:

- Making sure that the school Equality Scheme and its procedures are followed
- Making sure that the Equality Action Plan is readily available, and that governors, staff, pupils, and their parents or carers know about it
- Producing regular information for governors and staff about the plan and how it is working
- Making sure that all staff know their responsibilities, and where necessary receive training and support in carrying these out

All staff are responsible for:

- Promoting equal opportunities
- Dealing with any incidents involving discrimination, harassment or victimisation on the grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

Visitors and contractors are responsible for:

- Respecting our Equality Scheme

The Governing Body, supported by the Head Teacher and staff, is responsible for ensuring the implementation of this scheme and accepts their responsibility to promote equality and eliminate discrimination, harassment and victimisation, as outlined in the Scheme.

This scheme should be read in conjunction with the school policies for Safeguarding, PSHE, Behaviour, SEN and Inclusion, PSHE, Confidentiality and Staff Employment.

Appendix 1

A. Gathering Information

Objective	Actions	Evaluation of objective – updated March 2021	Responsibility
To implement and maintain a monitoring system to support pupils with a disability.	<ul style="list-style-type: none"> Maintain a register of children with a disability Monitor patterns of attendance Monitor participation in off-site activities and residential visits Record pupil achievements 	All of these are being either maintained or monitored and are on-going.	<ul style="list-style-type: none"> SENCo HT/EWO Teachers HT/Teachers
To ensure the needs and aspirations of groups of users are met and understood.	<ul style="list-style-type: none"> Carry out parent, pupil, stakeholder questionnaires/discussions to seek the views of those with disabilities Develop a section in the Admissions Form to seek information re: disabilities 	<p>Initial survey completed May 2012.</p> <p>Our Admissions form has a section that seeks information relating to medical needs or disabilities and how they may impact upon activities in school. The SENCo will then meet with parents where a need has been identified. We have also introduced in-year admissions meetings that give parents the opportunity to share information relating to any medical needs or disabilities if necessary. Following receiving any information the SENCo seeks appropriate outside support or further information from professionals as appropriate, so that the school is fully informed about any particular child's needs and how they can be best met.</p>	<ul style="list-style-type: none"> HT/Govs/SENCO HT/Govs Bursar/Govs

B. Increasing the extent to which disabled pupils have access to the school curriculum

Objective	Actions	Evaluation of objective – updated November 22	Responsibility
To ensure the school develops children's awareness of disability.	<ul style="list-style-type: none"> Monitor PSHE curriculum to ensure disability awareness is taught effectively including awareness of mental health Provide opportunities for children to meet with people with a variety of disabilities – visible and less obvious Review provision in other areas of the curriculum eg. P.E. Purchase books and other resources that promote positive images of disability 	Following the introduction of the new RSE guidance our PSHE and RSE scheme of work has been updated and advice sought from the PSHE society which advises the government. Parental workshops were held to gain parental thoughts and insight for consideration in the programme. When the new curriculum was devised this was with a consideration of the representation of disabilities in terms of content and	<ul style="list-style-type: none"> PSHE Lead Subject Leaders ELT SLT Governors
To ensure pupils have full access to trips and extra-curricular activities	<ul style="list-style-type: none"> Risk assessment for behaviour and support for vulnerable children Provide support for pupils to ensure they can access out of hours activities 	In place	<ul style="list-style-type: none"> HT/Teachers ELT
To close the gaps between different groups in terms of attainment and progress	<ul style="list-style-type: none"> Identify vulnerable groups Monitor attainment and progress of different groups Monitor attendance of different groups Address needs through interventions and where possible School Improvement plans 	Vulnerable groups are identified from tracking and assessment data and issues are targeted through our Raising Attainment Plan. Attendance for different groups is regularly monitored and poor attendance/punctuality discussed with parents/carers informally before it becomes an issue for EWO.	<ul style="list-style-type: none"> HT/Teachers/ELT

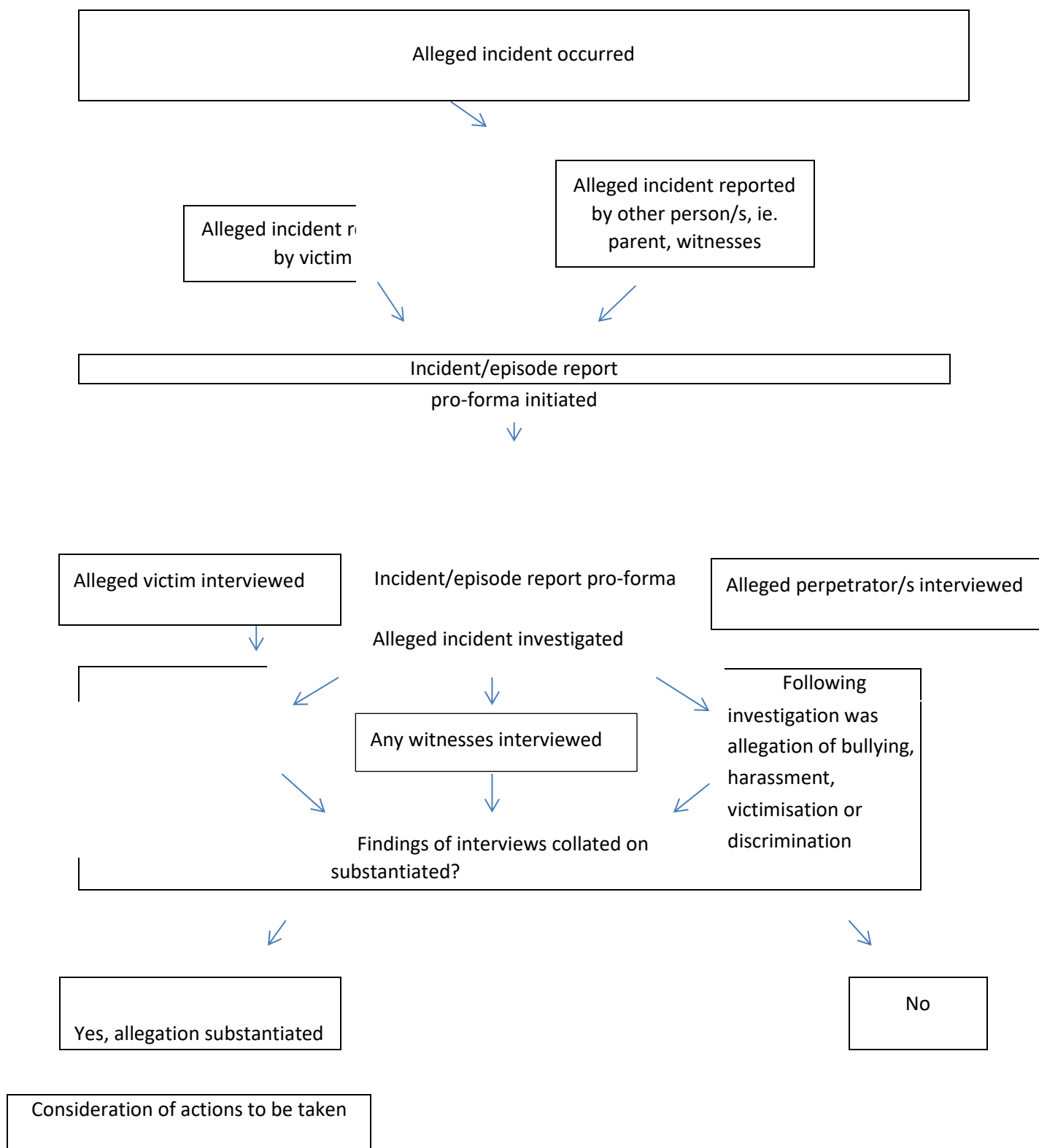
<p><i>To ensure staff are appropriately trained</i></p>	<ul style="list-style-type: none"> ▪ <i>Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, diabetes etc.</i> ▪ <i>Ensure Teachers, TAs and governors have access to specific training for disability issues.</i> ▪ <i>Ensure that all staff can differentiate the curriculum and are aware of SEN resources.</i> ▪ <i>Ensure that staff have an appreciation of mental health needs and how this may impact on the school community</i> ▪ <i>Participation in the LINKS Mental Health project September 2019</i> ▪ <i>Involvement in the LA Therapeutic approach to Behaviour Project</i> 	<p><i>Training that has taken place:</i></p> <ul style="list-style-type: none"> • Autism awareness - September 22 • Good autism practice in schools - Nov 22 • Attention Autism - Summer 22 • Emotional literacy - October 22 • Supporting CYP with limited communication <p>Planned: In house training on Attention Autism over the next academic year</p> <p>Staff have had access to mental health workshops which has supported knowledge, understanding and practice</p> <p>Therapeutic behaviour policy in place</p>	<ul style="list-style-type: none"> ▪ <i>HT/SENCO</i> ▪ <i>HT/SENCo</i> ▪ <i>HT/SLT</i>
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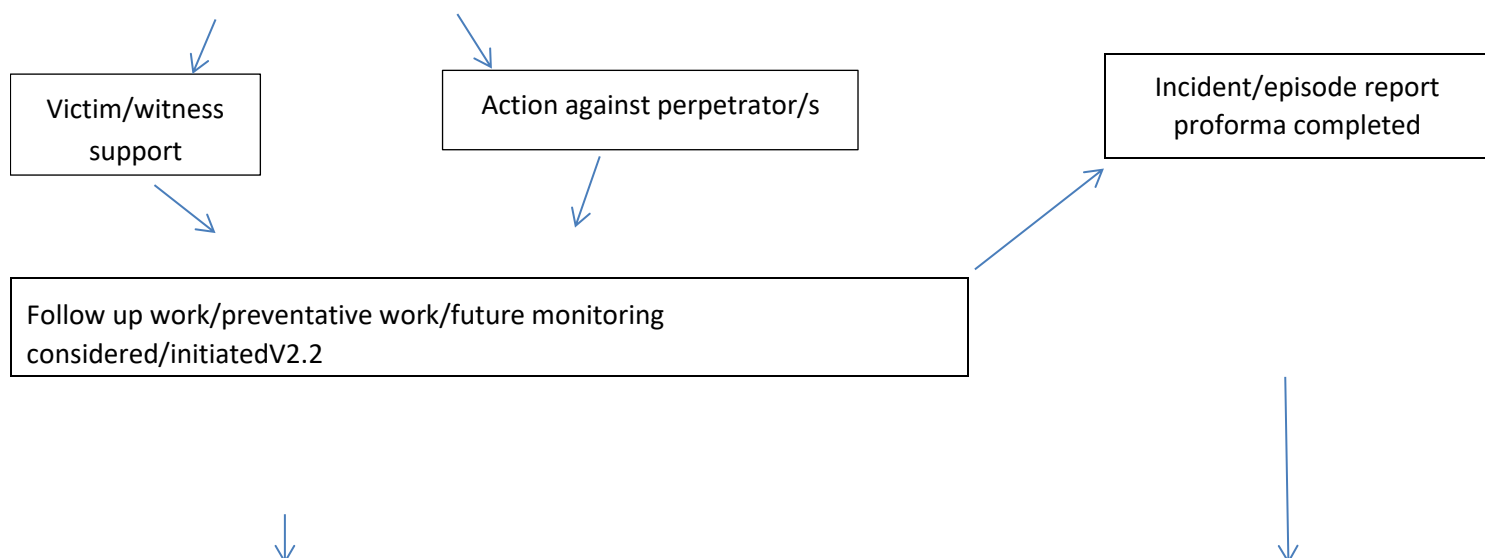
C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services

Objective	Actions	Evaluation of objective – updated March 2021	Responsibility
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Review how user friendly the website is for parents of children with SEND or a disability 	Our website has the ability to change languages and is mobile device friendly. A new combined SEN Information report/Local Offer has been uploaded.	<ul style="list-style-type: none"> HT/Staff Teachers/SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> Encourage parents of children with a disability to support their children's education 	Regular parent workshops addressing issues raised by parents are run throughout the year. Parents are put in contact with help groups across Reading where appropriate and are encouraged to take part in training and courses relevant to their child's needs.	<ul style="list-style-type: none"> Govs/HT Everyone

Appendix 2

Alleged Bullying, Harassment, Victimisation or Discrimination Incident/Episode Investigation Pathway





Incident/episode closed

Appendix 3

Pro-forma for the Recording of Bullying, Harassment, Victimization or Discrimination Incidents/Episodes

Date:	
Name of person reporting alleged incident/s	
Name of alleged victim(s):	
Name of alleged perpetrator(s):	
Adult witnesses/investigators:	

Type/nature of incident(s): (PLEASE INDICATE AND THEN ADD DETAIL IN THE COMMENTS BOX)

Written	Verbal	Physical	Damage to property	Brief comment/further detail:
Cyber	Isolation	Incitement	Other (please detail)	

Please indicate if there is any suspicion that the incident/episode may have been influenced by any of the following: (PLEASE CIRCLE AS MANY AS APPROPRIATE and give brief details)

Race	Class	Gender
Disability	Sexual orientation	Religion or Belief
Age	Other - please specify	

When did the incident/s occur?

Before school	During class	Lunchtime	Unknown
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Between classes	Breaktime	Various	Other:
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Where did the incident/s occur?

In the classroom	In the corridor	On stairs
In the playground	Various	Other:

Who reported the incident?

Alleged Victim(s)	Member of staff	Parent
Visitor	Other pupil	Other

Please indicate investigative procedures carried out:

Investigated incident	Interviewed those involved
Interviewed parents of alleged victim(s)	Interviewed parents of perpetrator(s)
Other:	

After investigation was the allegation of bullying, harassment, victimisation or discrimination substantiated?

Please outline reasons for this judgement:

If yes then please continue, if no then go to the end of the form.

If the allegation was substantiated, please indicate action taken against the perpetrator(s):

Verbal reprimand	Peer mediation	Internal exclusion	External exclusion	Letter to parents
Playtime missed	exclusion	None	External agency involvement	Other:

Please indicate what action was taken to support the victim(s):

Support from staff	Letter to parents
Support from pupils	External agency involvement
Other (please specify)	

Please indicate what follow-up preventive work was done as a result of the incident/episode:

Whole school	Group work
Whole class	Individual
Other (please specify)	

Please indicate at what stages, if any the incident/episode was monitored/ reviewed after action was instigated:

One week:	
One month:	
Six months:	
Other:	

Incident closed on:

Any other comments :

Signed:_____

Date:_____

Position:_____