

The GLC Equality of Opportunity Policy [including the GLC Equalities Statement and the annual GLC Accessibility Review for Disabled Pupils]

It was ratified by the Board of Directors on :	Spring 2022
This policy will be reviewed :	2024

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Equalities Objectives

To achieve this, our equality objectives include the following:

- To tackle all types and aspects of prejudice;
- To provide equal access to all aspects of the GLC's educational provision be it in, or outside of the classroom;
- To narrow any attainment gaps between groups of pupils [particularly disadvantaged pupils];
- To allow equal access to information to all parents;
- To ensure each GLC academy is accessible as possible to all pupils staff and visitors;
- To promote all young people's social, moral, cultural and spiritual development through a rich range of experiences both in and beyond each GLC academy.

GLC Equality of Opportunity Policy

This Equal Opportunities Policy extends to adults: staff, parents and carers.

The policy is written in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that each GLC academy provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims and objectives

- The GLC aims not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, attainment or socio-economic background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in each GLC academy. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by their GLC academy.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, celebrating the individuality and cultural diversity of the GLC's community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Racial equality

Each GLC academy will:

- Strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

- We will not tolerate any forms of racism or racist behaviour. Should a racist incident occur, each GLC academy will monitor, report and deal with incidents in accordance with set procedures [see the GLC Behaviour and Anti Bullying policies].
- Each GLC academy will endeavour to make its environment welcoming to all minority groups. The GLC will promote an understanding of diverse cultures through the curriculum studied by the children, and through the displays of work shown around the each GLC academy.
- The curriculum across the GLC will reflect the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the RE curriculum [and through Black History Month] pupils will learn the importance of Diwali to Hindus and Sikhs.

Disability non-discrimination

- Some within our academies may have disabilities. We are committed to meeting the needs of these young people and staff. All reasonable steps will be taken to ensure that these children are not disadvantaged compared with the non-disabled.
- The GLC is committed to providing an environment that allows disabled children and adults as much access to the school premises as possible and to all areas of learning.
- Teachers will modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Gender equality

- The GLC recognises that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our academies.
- The GLC has put in place a number of measures to raise the achievement of the boys, in literacy in particular. These may include:
 - Ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
 - Ensuring that the starting points for writing activities [in primary and secondary classrooms] capture the interests and imagination of boys and girls alike;
 - Removing gender bias from our resources and ensuring, for example, that fiction books capture boys' interest;
 - Employing a variety of activities, often including kinaesthetic elements;
 - Making sure that the environment of each GLC academy promotes positive male role models, in relation to learning and achievement;
 - Minimising male stereotyping;
 - Providing challenge, competition and short-term goals;
 - Valuing and celebrating academic achievement in ways which will motivate boys.
- We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

The role of the teacher

- Teachers must recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. All GLC staff must not knowingly discriminate against any child.

- When selecting lesson materials, teachers will strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.
- GLC teachers will implement this policy when designing schemes of work, both in our choice of programmes of study, and in how the approach sensitive issues. So, for example, history will include examples of the significant contributions women have made in this country's history. In geography, the teachers will attempt to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- All GLC teachers and support staff will challenge any incidents of prejudice or racism. Each GLC academy will record any incidents in the school log book and draw them to the immediate attention of the Head of school.

The Role of Head of school

It is the Head of school's role to:

- Ensure that the GLC's policy on equal opportunities is implemented effectively;
- Ensure that all staff are aware of the policy, and that teachers apply these guidelines fairly in all situations;
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- Promote respect for other people in all aspects of academy life; in assemblies, for example, respect for other people is a regular theme, as it is also in displays around the academy;
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The Role of Directors and Governors

- In this policy statement, the GLC Board and the Local Governing Body [LGB] of each GLC academy has set out the organisation's commitment to equal opportunities. The Board and each LGB will continue to strive to ensure that all members of the GLC community are treated both fairly and equally.
- The LGB will collect, analyses and evaluate a range of data to ensure the positive impact of this policy on pupils' achievement and progress and that no group of pupils is underachieving.
- To do this each GLC LGB will monitor:
 - admissions;
 - attainment;
 - exclusions
 - rewards and sanctions
 - parents' and pupils' questionnaires.
- The LGB of each GLC academy will seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs within the GLC.
- The LGB will take all reasonable steps to ensure that the academy environment properly accommodates people with disabilities.
- The LGB will ensures that no child is discriminated against whilst in the academy on account of their gender, religion or race. 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 has a bearing on the academy uniform, then the academy will deal with each case sensitively, and with respect for the child's cultural traditions.

Monitoring and review

- It is the responsibility of the Board and LGB to monitor the effectiveness of this policy.

The GLC Board and Local Governing Bodies will therefore:

- Monitor the progress of a range of pupil groups, comparing them with the progress made by other pupils in the academy, the wider GLC and nationally;
 - Monitor the staff appointment process, so that no one applying for a post at the GLC is discriminated against;
 - Require the GLC CEO to report to the Board annually on the effectiveness of this policy;
 - Take into serious consideration any complaints from parents/carers, staff or Pupils regarding equal opportunity;
 - Monitor the GLC's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.
- This policy will be reviewed by the GLC Board every three years or sooner if it is considered necessary.

Accessibility plan for disabled pupils

Introduction:

The Disability Discrimination Act [DDA], as amended by the SEN & Disability Act 2001, requires all educational establishments to sufficiently plan for: the current & future occupation of its disabled occupants in relation to accessibility on to the site and fair integration into the curriculum without prejudice.

Definition of 'Disability':

The definition of 'disability' covers a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, asthma and progressive/degenerative conditions.

The DDA definition states that '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'.

Definition of Disability - Equality Act 2010:

Occupants who are defined by the Equality Act 2010 as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled students.

- I. The Equality Act 2010 defines a disabled person as 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' [see definition below of normal day-to-day activities].
- II. Physical or mental impairment includes sensory impairments and also hidden impairments.
- III. In the Equality Act 2010 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder [ADHD], diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Aims and objectives

The GLC acknowledges responsibilities and duties governed by Disability and Discrimination Act 2001 and will carry out reasonably practicable adjustments to ensure that individuals with disabilities feel safe, equal and valued members of the Gateway Learning Community.

The GLC is committed to continue efforts to provide a safe, accessible learning environment for all occupants including: students, staff, Parents and members of the community.

The GLC will work to maintain a high level of care and support to our disabled occupants by means of effective management, promoting equal opportunities, making reasonable adjustments to our buildings and facilities, promoting positive attitudes towards people with disabilities and encouragement students to participate in all aspects of the curriculum both physical and academic.

GLC - Academy Buildings:

The GLC comprises 5 academies - 1 secondary & 4 primary, all located within 3 miles of each other. The age of the buildings offers an indication to how well facilitated they are in respect of DDA accessibility & compliance. Despite the age of our older buildings, we have made reasonable adjustments during their service life to comply with statutory regulations. These adjustments include: DDA door and entry systems, ramp access, handrails, steps with visual DDA markings, DDA lifts & lifting equipment, sensory rooms, disabled toilets and washroom facilities.

Construction Details:

GLC - ACADEMY BUILDINGS	YEAR OF CONSTRUCTION		FLOORS	LIFTS	RAMPS
The Gateway Academy	2008		3	2	4
Gateway Primary Free School	2014		2	1	2
Herringham Primary Academy	Junior building Late 1950s	Primary building 1961	1	0	0
Lansdowne Primary Academy	Main building 1958	Nursery 1990s	1	0	2
Tilbury Pioneer Academy	1936		2	0	2

Impact Assessment:

The GLC will consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services [these areas also fall within the scope of the SEN framework]. In deciding whether a step is reasonable, the GLC may take into account the need to maintain:

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled students and the interests of others.

Normal day-to-day activity:

The test of whether an impairment affects normal day-to-day activity is whether it affects the student in everyday life in one or more of the following ways:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Disabled Accessibility Plan:

- Each GLC academy will continue to develop their physical environments with the view to accommodating all staff and pupils [including those with disabilities];
- Each GLC academy will ensure that the needs of pupils are reviewed when they join their GLC academy and that, wherever possible, reasonable adjustments are made to accommodate the needs of pupils and staff with a disability. Where necessary specialist support and advice will be obtained to assist this process.
- Each GLC Academy will include a section on their annual development plan outlining new strategies in relation to accessibility, particularly focussing on access to teaching and learning and the curriculum.

Annual GLC Accessibility Review for Disabled Pupils: 2018-19					
Objective	Lead	Actions		Monitoring	
To maximize access to each GLC site	LS	<p>To identify any issues relating to vehicular and pedestrian access, parking, signage, disabled bays, entrance & exit points etc. and to address these as appropriate</p> <p>Impact:</p> <ul style="list-style-type: none"> - Each GLC site has disabled parkin bays; 	GA	<p>Results from a recent survey of the site evidence that the site has exceptional facilities in respect of accessibility onto site e.g. good public transport links, clear signage and suitable access points into the building.</p> <p>The school identified that they have been experiencing some issues with the improper parking of parent vehicles, using disabled parking bays and preventing disabled users from accessing these spaces. Although this is only experienced during school pick up times it has been recognised as an ongoing problem. The school will continue to monitor its parking and increase efforts to ensure that these allocated spaces are not taken up.</p>	GLC Facilities Manager to provide a termly update to the GLC Board.
			GPFS	<p>Disabled bay parking: The estimated distance to the nearest disabled parking bay from the Primary building is believed to exceed the recommended distance of 30 meters.</p> <p>To help overcome this The Gateway Academy provides full access into its building providing disabled visitor's with a safe accessible route into the Free School building.</p>	
			HPA	<p>It was noted at the last review that the disabled bays line markings had started to fade and would require remarking. This has now been completed.</p> <p>There are no outstanding issues.</p>	
			LPA	<p>No associated problems with accessibility onto site. The site is located 5 minutes away from the train station and buses are easily accessible.</p> <p>Note: a problem that may pose a potential issue, is the recent enforcement of parking permits which have been applied to nearby residential roads, currently used by staff, parking their cars. It is unclear at this stage if this will have any impact in respect of access to the site. But this will be monitored and any issues identified will be addressed by the school.</p>	
			TPA	Access into reception for disabled users:	

				<p>Despite suitable ramp access for wheelchair users, there are no facilities in respect of door automation, consequently the door will not be able to assist the wheelchair user in gaining access into the building without some level of difficulty. Additionally the disabled visitor has no practical way of notifying reception staff of their arrival and would therefore be reliant upon other visitors to hold the door open.</p> <p>Phase 1 of a complete rebuild of the school will open in April 2019 with Phase 2 due for completion in June 2020. The new building will fully comply with all current building regulations.</p>	
To maximize on site accessibility	LS	<p>To identify any areas unable to accommodate the following: safe and effective wheel chair access e.g. Ramps, lifts, circulation.</p> <p>Impact:</p> <ul style="list-style-type: none"> - Each GLC academy has wheel chair access. 	GA	<p>Fire evacuation: there is a potential issue with limited ramp access when attempting to evacuate from the courtyards upper footpath (affecting ground floor Block A). Wheelchair users evacuating from blocks A1 & A2 have limited access ramp when looking for a suitable ramp in which to descend from.</p> <p>This is mitigated by the use of Evac Chairs and PEEPs [Personal Emergency Evacuation Plans]</p>	
			GPFS	As built 2014 – fully DDA compliant.	
			HPA	<p>The building has received regulative upgrades in respect of DDA compliance throughout the buildings service life, this has been evidenced throughout the building.</p> <p>Regardless of these facilities, management will continue to monitor and review accessibility arrangements. The school will also make reasonable adjustments in accordance with current DDA regulation and the information provided by the schools admissions team e.g. reviews of pupil data and PEEP assessments of current and future occupants.</p>	
			LPA	<p>The school has received many improvements throughout its service life. The school also houses a purpose built sensory room to help students to engage with activities and enhance their learning experience. The school actively monitors the</p>	

				needs of its occupation and adjusts accordingly its facilities based upon the occupants needs.	
			TPA	<p>The building is built approximately 0.8 meter above ground level, each classroom has access to a fire exit door however in order for the occupants to escape via this exit they occupants are required to use 2 external steps in order to get clear of building. This may pose a potential risk for anyone with mobility needs attempting to use this exit as a suitable escape route. Therefore the school must overcome this issue by providing occupants with an adequate means of escape e.g. the implementation of a portable ramp or installation of Evac-Chairs on site.</p> <p>Again, the new building [to be completed by June 2010] will be fully DDA compliant</p>	
To maximize access to the curriculum	HoS	<p>To identify restrictions on facilities e.g. sound & visual requirements, clear signage etc.</p> <p>The provision of any equipment relevant to allow participation</p> <p>To identify: restrictions on facilities, sound & visual requirements, clear signage etc</p>	Please see SENCOs for personalised curriculum plans.		