

Race Equality Policy

School's Race Equality Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards "Learning for All" (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000). This policy also incorporates North Lincolnshire's 'Guidance And Monitoring Forms For The Reporting Of Racial Incidents In Schools'

At The Grange Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We will achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos, which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly

- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

ROLES AND RESPONSIBILITIES

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Governors

The governing body of the school has agreed this policy and will assess and monitor the impact of this policy through the headteacher's termly report. One member of the Governing Body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

Headteacher

The Headteacher will demonstrate through his/her personal leadership the importance of this policy. She/he will ensure that all staff are aware of the policy and understand their roles. The Headteacher will assess and monitor the impact of the policy which will be reported to the governing body on a termly basis as part of the headteacher's report.

Subject Co-coordinator/Leader

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know its implications for their planning, teaching and learning strategies as well as for behavioural issues.

Other Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the school

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has set out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- Targets will be set for individual pupils by ethnicity, so teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the underachievement of certain groups e.g. African Caribbean, Bangladesh and Pakistani boys in particular.

- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial equality in all aspects of education.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum, which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils; inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- The school makes full use of the resources available within its local minority ethnic communities.

Guidelines on working with pupils who have English as an Additional Language (EAL). Currently this is not nor has been an issue within school but should the need arise then;

- The school recognises and values bilingualism.
- The language and learning needs of black and bilingual pupils would be clearly identified and appropriate support identified and used.
- The school would reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school.
- The school would explore a broad range of other media e.g. Computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school would seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils' and communities' access to the development of literacy in the first language.
- The school would draw on the skills of parents and local communities in producing resources.
- The school would seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of all pupils.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment, which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to North Lincolnshire LA on request; this is done termly.

Admissions and transfer procedures

- North Lincolnshire LA takes active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school, supported by the LA, seeks to support all governors in performing their role, for example, through school induction procedures for new governors.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.

Monitoring The Race Equality Policy

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment, we will collect information about pupils' performance and progress, by EAL group, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards race equality an accepted part of our school ethos. In particular it may help us to:

- Highlight any differences between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Links may be made with Appraisal objectives, which will include qualitative information as well as quantitative data.
- Take action to make improvements.

Assessing the impact of policies

We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

Examples of racism and racist incidents

Any group can be subject to racial harassment (including travellers and people of Irish heritage).

The following are examples of racist behaviour, which may occur.

- Racist name calling, racist comments jokes, verbal abuse, threats
- Refusing to sit with/co-operate with another pupil because of their ethnic origin
- Racially motivated physical or emotional bullying
- Physical assault against a person because of their colour and/or ethnicity
- Put downs or critical comments about an aspect of another person's ethnicity, language, accent, dress and cultural pursuits
- Damage caused to a person's property, which is racially motivated
- Drawing racist graffiti, wearing racist insignia or distributing racist literature

- Incitement of others to behave in a racist way
- Attempts to recruit other pupils and students to racist organisations and groups

Overall approach to dealing with racist incidents

Issues such as context, intent, the level of understanding of those involved and the seriousness of the incident will all influence how it is dealt with. All incidents need to be acknowledged and talked through, even with very young children. If this is not done children are left without any challenge or alternative to racist ideas and may learn to practice or accept discrimination. The main aims of any strategy to deal with racist incidents are to minimise harm done, prevent any reoccurrence and reinforce race equality measures.

Dealing with Racist Incidents concerning pupils (Guidance)

The context, the age of the child or children involved (all incidents should be talked through even with young children) and the adjudged seriousness of the incident will influence how the situation is dealt with.

The following is a step-by-step procedure for dealing with racist incidents in any situation:

- Record all incidents, this is a legal requirement and will be monitored by the LA and OFSTED.
- Acknowledge the incident; it must be treated seriously.
- Investigate/discover what has happened and gather information.
- Give support to the victim and apologise for the incident. Counselling may be needed.
- Counsel the perpetrator, whilst maintaining pastoral support
- Explain to those responsible as well as any onlookers what is unacceptable about the incident
- Consider appropriate action and inform a nominated member of staff
- Inform parents/carers about the incident and what action has been taken; restate the school policy and if requested arrange a meeting
- Contact outside agencies, if necessary e.g. Police, Social Services
- Set a sensible timescale for dealing with the incident

- Discuss the incident, the steps taken, the position and policy of the school towards racist incidents and the reason for it.

Strategies for dealing with racist incidents

- Challenge any directly observed racism and give a clear message that racist behaviour is unacceptable.
- Prompt removal of racist literature, graffiti, insignia.
- Take reports of racist incidents seriously and make it clear that the situation will be dealt with. It will be necessary to establish appropriate times for further investigations to be pursued.
- Give support to any victim. Their hurt needs to be acknowledged and reassurance given.
- Investigate the incident getting information from those involved and any witnesses.
- Explain to those involved and any onlookers what is unacceptable about the behaviour complained of and keep parties aware of what steps are being taken to deal with it.
- All incidents of racist incidents must be reported to the Head teacher. The Head of Pastoral and Inclusion will make a record of it and fill in any necessary LA returns as required.
- All incidents will be reported to the governing body at their next meeting; in some cases the chair will be informed immediately.
- Whenever appropriate or possible, contact parents and carers explaining clearly the action taken and relating this to the school's behaviour and race equality policies.

Dealing with Racist Incidents concerning staff

The same procedure should be followed, Head teacher and/or Chair of Governors will carry out the investigation. Staff are also liable to be disciplined through the agreed Disciplinary procedures.

Whole school approach to Racist Incidents

To make all the guidance effective then everyone needs to fully understand the school's commitment to race equality, the expected standards of behaviour and the established procedures. This may involve training for all staff and providing opportunities to discuss agreed policies

Strategies for preventing Racist Incidents

To try and prevent most incidents occurring it is better to:

- Have clear policies and procedures
- Be consistent
- Have zero tolerance of any type of name calling
- Address cultural diversity in all areas of the curriculum
- Involve parents/carers in developing a race equality policies
- Liaise with partner agencies and community groups, if the school feels they need advice and support.

A Checklist

This checklist may be useful in highlighting some areas the school may need to deal with and lead any discussions.

- Does all staff treat all reports of racial incidents and harassment seriously and consistently?
- Are pupils believed?
- Are all staff provided with opportunities to discuss racism and its effects?
- Are there opportunities for all pupils (whatever their age) to discuss racism and racist incidents and to develop strategies for countering them?
- Does everyone in school take responsibility for reporting and dealing with racist incidents?
- Is it understood and accepted that any act of a racist nature by a member of staff is a matter of professional misconduct?
- Do governors regularly monitor developments in this area of education?

Implications for Head teachers and Governors

It is important;

- that the issue of racism is discussed within the school and involves teachers, non- teachers, pupils, governors and parents
- that individual members of staff are aware of their role and responsibility within the whole school policy so that its implementation is effective
- to ensure that through policy discussion and development, victims can feel supported and perpetrators will in future realise the consequences of their actions
- to re-examine all aspects of the school curriculum and procedures to ensure that racism is challenged and not inadvertently reinforced
- that each school has a designated governor to deal with this area.

Procedures for Dealing with Racist Incidents

Types of Behaviour	Suggested Actions	
Physical Assault	A	Report to class teacher.
	B	Send to headteacher
	C	Head to inform parents / carers taking necessary action as outlined in Behaviour Policy
Verbal Abuse, (gestures, derogatory name calling, insults, racist jokes, incitement of others, ridiculing because of cultural differences, abuse of personal property)	A B C	All these require a school response and should not be allowed to go unchallenged. Explain why this behaviour wrong. Persistent offenders referred to the headteacher.
Racist Graffiti or other forms of racially motivated damage caused to a person's property.	A B	Should be reported and removed. Regular checks for reappearance
Provocative behaviour such as wearing racist badges	A	Not allowed and should be removed
Bringing into school racist materials	A B	Racist materials confiscated and pupils referred to headteacher. Parents / carers informed.
Racist comments in class Ridicule of an individual's cultural difference e.g. food, music, dress, language etc.	A B C D	All these require a school response and should not be allowed to go unchallenged. Explain why this behaviour wrong. Persistent offenders referred to the headteacher. Parents / carers informed

Refusal to co-operate with other people because of their race, colour, ethnicity or language.	A	Explain why this behaviour wrong and inclusion of all. Persistent offenders referred to the Head teacher. Parents / carers informed
	B	
	C	

Sequence of dealing with racist incidents concerning children

- Physical assault
- Verbal abuse, name calling, ridicule, racist comments
- Incitement, damage to property
- Graffiti, literature, insignia
- Refusal to co-operate

All above incidents should be recorded and acknowledged

1. No evidence of racism - no further action
2. Evidence of racism - follow the procedure of:
 - Appropriate member of staff to support the victim, counsel the perpetrator and explain action to all witnesses
 - Set a sensible timescale to follow up the incident
 - Discuss widely any action taken and instigate steps needed to prevent re-occurrence
3. **If incident is of serious concern to staff**, victim or witness then record and monitor, contact Police (for advice or to report a crime)/Social Services if necessary
4. **If incident is not of a serious concern to staff**, then monitor and investigate further. If incident re-occurs or victim is disturbed, record, monitor and investigate
5. If a one off low level incident, record a monitor.
6. With above points 3 and 4 - inform the Governing Body.

Race & Cultural Equality Terms

Racism is... a set of attitudes and behaviour towards another racial or ethnic group based on, the belief that natural differences in physical characteristics (such as skin colour, hair type, face shape, etc) correspond directly to differences in personality and ability.

A racist is... an individual from one racial or ethnic group who exercises his/her social and economic power to enforce and enact discriminatory attitudes and behaviour towards members of other racial or ethnic groups. **A racist incident is...** any incident, which is perceived to be racist by the victim or any person.

Institutional racism is... The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Prejudice is... literally, pre-judging people in a negative way according to pre-conceived ideas about them.

Stereotyping is... making broad generalisation about particular groups of people and expecting all members of that group to think and behave identically.

Positive discrimination is... treating people more favourably on the grounds of race, nationality, religion, gender etc. (N.B. The Race Relations Act makes this illegal in the United Kingdom.)

Positive action is... offering special help to people, who are disadvantaged because of prejudice, stereotyping and discrimination, in order that they may take full and equal advantage of opportunities in jobs, education, training services, etc

Direct discrimination is... treating people less favourably because of race, nationality, religion, gender, etc.

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Indirect discrimination is... applying a rule or requirement, which effectively leads to less favourable conditions or treatment for a particular group of people.

Ethnicity is... a sense of cultural and historical identity based on belonging by birth to a distinctive cultural group.

Ethnocentricity is.. viewing the world from the perspective of one particular ethnic group, often with the assumption that the values, belief and achievements of that group are superior to those of other ethnic groups. **Racial harassment is...** racially motivated actions, verbal or non verbal and behaviour which is directed at people because of their race, colour, ethnic origin, cultural difference, creed and or nationally which are unwanted or cause offence and distress.

Nationalism is... a distinctive sense of cultural and historical identity and/or common destiny based on being a citizen of a particular nation state.

Multiculturalism is... the belief that many different cultures should be encouraged and allowed to flourish in society, and that services and facilities such as health, education, the arts, etc should be delivered in a way that embodies and promotes this belief.

Islamaphobia is unfounded hostility towards Islam, and therefore an irrational dislike, hatred or fear of all or most Muslims. This term was first used in print in 1991.

Religion or Belief is any religion, religious belief- or similar philosophical belief. These are not explicitly defined in the Employment Equality (Religion or Belief) Regulations (December 2003). It will be for the tribunals and higher

courts to decide where the issue is disputed. It is likely they will consider things such as,

- Collective worship
- A clear belief system
- A profound belief affecting the way of life or view of the world.
- It will include beliefs such as Paganism and Humanism. Political beliefs are not covered.

Anti-Semitism is ... an irrational dislike, hostility, hatred of or persecution of Jewish people. The term was first derived in 19th century Austria, coined by people who had a religious hatred of Jewish people.

Acceptable and Unacceptable Terms

1	Afro-Caribbean	People from West Indian territories	Replaced with "African-Caribbean".
2	Asian	People from India, Pakistan, Bangladesh	Most people would not mind the term
3	Black	People of African and Caribbean origin.	It was offensive in the past but not now The term BME (Black and Minority Ethnic) is now widely used.
4	Chav	A modern term used to gypsy/traveller	Offensive, not to be used
5	Chonky/Chink	Chinese	Offensive word
6	Coloured	In the past used to refer to Asian, Caribbean and African people in USA, South Africa and UK	Now viewed offensive and should not be used
7	Ethnic	Refer to cultural groups of various kinds Often erroneously used to refer to Black communities only but	Generally acceptable as a group of people i.e. BME (Black and Minority Ethnic)

all people have ethnicity;
white
people are also part of
particular
ethnic groups.

communities

8	Firangi	Refer to white people by people from Middle East, India and Pakistan	Not acceptable
9	Golliwog	Refer to Blacks	Offensive
10	Gypo	Refers to gypsies / traveller community	Very offensive. Not to be used
11	Gypsy	Traveller	Acceptable but `Traveller' is
12	Half-Caste	Children from mixed marriage	Not to be used. Acceptable term: Dual Heritage
13	Half-Dick	Jews	Offensive
14	Immigrants	People who came from other countries to settle in UK.	Not to be used to refer to Black/Asian people born in Great Britain
15	Jock	Scottish	Not to be used
16	Muslems	Refer to people of Islamic faith	Offensive to Muslims. Correct terminology is Muslims and there is no such thing as "Black Muslims"
17	Negroes/ Negress	People from African origin	Very offensive

18	Nigger	Blacks	Offensive
19	Oriental	Asians/Chinese	Offensive
20	Pagan	A derogatory term used to refer to non-Christian people	Offensive
21	Paki	Pakistani	Offensive word
22	Patty/Paddy	Irish	Not to be used
23	Pikey	Gypsy/Traveller	Very offensive
24	Potato Head	Irish	Offensive
25	Sambo	Asian Indians/Blacks	Offensive
26	Shylock	Jews	Offensive
27	Trailer Trash	Used in America for people who live on a mobile home site	Offensive
28	Traveller	People from gypsy/traveller background	Acceptable
29	West Indian	People from West Indian territories.	No longer acceptable. It is replaced with "African-Caribbean".
30	Wog	Wealthy Oriental Gentleman	Very offensive

Acceptable and Unacceptable Terms for DISABLED persons

Do not use	Do use
Handicapped	Person with a disability
Cripple	Physical disability
Mentally Handicapped	Disabled person
Dwarf	Person with impairment
Deaf and Dumb	Wheelchair User
An Epileptic	A person with Cerebral Palsy
An Arthritic	A person with restricted growth
Spastic	A person with a visual/hearing impairment
The disabled	A person with a learning disability
The Blind	Able-bodied
The Deaf	Accessible toilet
Moron	
Invalid	
Special Needs	
Suffering	
Normal	

1. It is important to remember that each word in today's terminology has a precise meaning and that the words are not interchangeable.
2. "Disabled" and "handicapped" are not the same thing. A disability is a functional limitation or restriction of an individual's ability to perform an activity. A "handicap" is an environmental or attitudinal barrier that limits the opportunity for a person to participate fully. Negative attitudes or inaccessible entrances to buildings are examples of handicaps.
3. The word "disables" is an adjective, not a noun. People are not conditions. Do not use "the disabled; use "persons with disabilities".
4. Focus on the issue rather than the disability. If the disability is not relevant to the story, it is not necessary to report it.
5. Try to avoid categorizing persons with disabilities as either super-achievers or tragic figures. Choose words that are non-judgemental, non-emotional and are accurate descriptions. Avoid using "brave", "courageous", "inspirational" or other similar words that are routinely used to describe a person with a disability.
Remember that the majority of persons with disabilities are average and typical of the rest of the population.
Similarly, references, which cause discomfort, guilt, pity, or insult, should be avoided. Words like "suffers from", "stricken with", "afflicted by", "patient", "disease", or "sick" suggest constant pain and a sense of hopelessness. While this may be the case for some individuals, a disability is a condition that does not necessarily cause pain or require medical attention.
6. Avoid the use of words such as "burden", "incompetent", "defective", "special", etc. which suggest that persons with disabilities should be treated differently or be excluded from activities generally available in the community.
7. Be particularly careful with terminology used in headlines. Remember that headlines make the first impression.
8. Refer to technical aids in factual, non-emotional terms. Avoid prolonged focus on support equipment.
9. Persons with disabilities are comfortable with the terminology used to describe daily living activities. Persons who use wheelchairs go for "walks", people with visual impairments "see" what you mean, etc. A disability may just

mean that some things are done in a different manner; however, that does not mean the words used to describe the activity must be different.

10. Remember that although some disabilities are not visible, it does not mean they are less real. Individuals with invisible disabilities such as epilepsy, haemophilia, mental health, learning, or developmental disabilities also encounter negative attitudes and barriers.

*Autumn Term 2018
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