

Date for review: Autumn Term 2020

Introductory notes

After the Equality Act 2010 was introduced fully in April 2011 there was longer a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives. This statement has been amended in the light of the Equality Act 2010.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), sex, disability, ethnicity, gender, gender identity, religion and belief and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and more recent directives to teach about character and values through SMSC in the curriculum.
3. We recognise these duties are essential, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background, or having no religious beliefs
- sexual identity
- gender identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic, biphobic and transphobic language or discrimination

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- children from disadvantaged backgrounds

Principle 6: We aim to consult and involve widely - people affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from the ethnic, cultural and religious backgrounds that make up our community
- both women and men, and girls and boys
- people of all sexual orientations

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual orientations
- gender variant people

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Data.

Each year we formulate and make available data we have collected in relation to:

- disability
- ethnicity, religion and culture
- gender
- disadvantage

5. We recognise that the actions resulting from a policy statement such as this will have an impact if we set ourselves challenging and measurable objectives to demonstrate this commitment.

The Curriculum

6. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

7. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- safeguarding children in education

Addressing prejudice and prejudice-related bullying

8. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- prejudices reflecting sexism and homophobia, biphobia and transphobia
- prejudice which may be the precursor to radicalisation and extremism

11. There is clear guidance for teachers defining how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously the expectation that we will report regularly to the local authority about the numbers, types and seriousness of race-related incidents at our school and how they are dealt with. We also draw on the support of Northumbria Police and partner organisations such as Show Racism the Red Card.

Roles and responsibilities

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

14. A member of the governing body has a watching brief regarding the implementation of this policy.

15. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources and training which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; disadvantage, gender and other cohorts as applicable.

This policy has been adapted from a model originally developed and published by Robin Richardson of INSTED Consultancy

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Date:	6 November 2019

Cleaswell Hill School

Published equality information about the context of our school (2017)

Published objectives 2017-2021

This is our published information (November 2017) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request

The school is a large special school in Northumberland with 186 pupils on roll.

The ethos and vision statement outlines our ambitions for the children, our place in the global community and our vision for learning.

We teach children about their rights and the school's values, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand pluralistic British values.

A very small number of our pupils currently speak English as an Additional Language. This is below the national average. There are also relatively few BAME pupils in school in contrast with the national average.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant (PPG) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to offer social and emotional support to children. We also subsidise access to some of our school visits, experiences, residential visits and swimming. Many of the pupils on behalf of whom we currently receive the grant are making and exceeding expected levels of progress relative to their starting points and SEND status.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Some eligible pupils also have additional protected characteristics, for example disability.

Small cohorts of children mean that it is often difficult to define trends in underachievement in groups of children on the basis of gender or ethnicity. We respond to the needs of individuals.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families that do not conform to stereotypes. We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship.

We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. [Guidance for schools](#) supporting transgender pupils is available from the local authority.

We want all of our pupils to perform to their maximum potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes.

Our school uniform is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

The school has data on its composition broken down by types of disability and special educational need.

Our school has clear protocols and targeted provision to support pupils who are on the SEND register. The SEN Policy and SEND Report are available from the school website.

A number of pupils join the school with communication delay. We address this through individualised intervention plans and the support of speech and language therapists.

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. Pupils contributed to creating the school accessibility plan.

We use data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements. These are outlined in the school's accessibility plan.

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's [guidance for dealing with discriminatory incidents and hate crime](#) in schools. We can report racist incidents using the [online form](#) which also gives schools the opportunity to request further support to deal with hate crime and extremism or request a workshop from Show Racism the Red Card.

All staff and governors have completed required 'Prevent' training and recognise the relationship between hate crime and [radicalisation or extremism](#). We are conscious of the vulnerability of people in our region to messages about far right extremism, and welcome open discussion and debate with the children in order to dispel myths and misconceptions.

We recognise that some pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. The visits we make vary year by year.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs.

Documentation and record-keeping

Our school has an Equality policy and objectives published to the website.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-bullying good practice.

Staffing

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents.

The school annually returns a report on the number of racist incidents to the Local Authority, which governors approve in the autumn term.

When appropriate, we can engage with Northumbria Police's Community Engagement Officer to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

The schools Positive Behaviour Policy and Statement of principles are available on the school website.

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

The school ensures that children learn in an appropriate way to value and access their rights and those of other children.

There are activities across the curriculum, including PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to experience values and develop the concept of global citizenship and responsibility within a community.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these in respect of the Equality Act.

We consult parents and carers through surveys and contact them through Facebook and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Refer to attached table

These equality objectives were set in Autumn 2017.

Progress against the objectives will be reviewed annually, and they will remain our objectives until Summer 2021, when they are due to be refreshed.

Equalities Objectives 2017-2021

Objective	Success Criteria	Action Needed	Target Group	Responsibility	Annual progress against objectives
<i>*To collate data on staff regarding any possible protected characteristics</i>	<i>Information used to support and promote equality in school policies, procedures and practice</i>	<i>Form emailed to all staff Returns analysed Actions implemented/information noted</i>	<i>All staff</i>	<i>YB/SLT *this objective may be amended due to GDPR with regard to why we collect and how we store this information</i>	
Comprehensive diversity training stresses the importance of sexual orientation and gender identity	A community of supported individuals and groups. A LGBT inclusive workplace	Staff training from The LGBT Fed Trinity Youth LGBT training for pupils	All staff	DE All staff Link Governor	Completed at 2 sessions of all staff in Autumn Term 2017/Spring Term 2018 Awareness raising sessions completed as above. Ongoing links with LA Schools Equalities Coordinator continue into 2019-2020
Deliver a responsive curriculum that meets the needs of all pupils	Recognising changing needs of pupil population Curriculum meets the needs of pupil group Pathways identified All pupils accessing challenging, motivating learning opportunities All pupils making good	Curriculum review and developments Monitoring as part of school improvement cycle	Pupils	SLT/Phase Leaders Teachers Link Governor	Significant progress during 2017-18. Curriculum reflecting pupils learning needs and includes PLIMS. 2018-19 iASEND assessment to track and monitor pupil progress Creative curriculum WST 2018-2019

	progress over time				Quality of education WST 2019-2020 Significant work ongoing on intent, implementation and impact of curricula and on new Ofsted Inspection Framework from September 2019
To support pupils mental health and emotional wellbeing	Recognise and support needs and avoid crises Be alert to wider safeguarding issues at school and beyond Continue to offer and expand range of interventions and demonstrate positive impact on pupils Staff receive training to feel competent to support pupils well Identify Mental Health Lead Staff recognise and effectively support pupils emotional development Happy and healthy learners	Whole School Target for 2017-18 Audit, Action Plan and Policy Progress to be sustained and developed Focus events, for eg. Mental Health Awareness Month (March 2018) Maintain good lines of communication Staff training- Mental Health First Aid Pupil and staff surveys Pupil Voice Group Mental Health Lead attends Northumberland annual conferences	Pupils	Emma Steele- Mental Health Lead Bliss Mediation (Gill Tidyman) T4Y All staff Link Governor	Significant progress- see WST and monitoring reports for 2017-18 WST for 2018-19 Personal Development WST 2019-2020 focussing on broader learner development within and beyond academic curriculum Staff are aware of pupils with SEMH as identified need (EHCP, staff or self-referral), supportive interventions and impact

Continue to develop accessibility in school and around school grounds	<p>Pupils able to independently access an increased number of indoor and outdoor learning spaces</p> <p>School maximises the use of all spaces for learning</p> <p>Additional specialist classrooms and hydrotherapy pool in use</p>	<p>Adapt and maximise the use of school buildings and outdoor environment</p> <p>School to achieve OPAL status</p> <p>Staff training linked to OPAL</p>	Pupils	<p>AC, JP, VM</p> <p>Teachers/Teaching Assistants</p>	<p>Access improved- Forest School wheelchair accessible path completed.</p> <p>Gazebos x2</p> <p>Hydrotherapy pool completed and open in September 2019.</p> <p>2018-19 OPAL ongoing. Aiming for Platinum award in 2020.</p>
Provide activities and experiences which develop pupils' awareness of different cultures, faiths, beliefs and family diversity in modern Britain	Promoting values of democracy, rule of law, individual liberty, tolerance and respect across school	<p>Educational visits and experiences</p> <p>Visiting speakers, groups and performances</p>	Pupils	Teachers/Teaching Assistants	Personal Development WST 2019-2020 focussing on broader learner development within and beyond academic curriculum
All learners with sensory impairment (VI) have access to learning	<p>All staff aware of and using required equipment and resources to maximise full access to learning</p> <p>School environment is suitable for safe, independent movement and access</p>	<p>KT to meet regularly with teachers and TA's</p> <p>KT ongoing observations to ensure active participation and impact of correct resource, equipment use</p> <p>Development Plan</p>	Pupils with VI	<p>KT/CS</p> <p>Habilitation Officer</p> <p>Peripatetic VI teacher</p> <p>All teachers</p> <p>Link Governor</p>	<p>QTVI course to be completed by January 2020</p> <p>Pupils accessing learning well</p> <p>Visit to Harrogate College with students and parents in Summer 2019</p> <p>Residential visit to Daleby House focussing on</p>

		written and shared Communication with VI teacher/Habilitation Officer			independent living skills in Summer 2019
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