

## **Cleaswell Hill School**

### **Published equality information about the context of our school (2020)**

#### **Published objectives 2020-2024**

This is our published information (February 2020) 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.

#### **Context:**

Cleaswell Hill School is a larger than average sized Special school in the south east of Northumberland. Children from the age of four through to eighteen come to Cleaswell Hill. Their additional needs include complex and multiple learning disabilities and difficulties, speech, language and communication needs, physical and sensory needs.

The school's ambitious curriculum is responsive and underpins the working themes linked to our identified values of resilience, determination, respect, integrity, independence and happiness.

We prepare children for the opportunities, responsibilities and experiences of later life.

Very few of the children speak a community language other than English or are of BAME heritage.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively and you can read more about that [here](#).

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions of aspects of diversity that may be uncomfortable for members of the school 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.

Staff work supportively with pupils about gender, gender identity or sexual orientation and we challenge gender stereotypes and promote gender equality.

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

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

Our school has clear protocols and targeted provision to support pupils. Local [SEND information](#) can be found on our website,

The main school is an accessible building for people with physical disabilities, with ramps, an accessible toilet and wheelchair accessible routes. Pupils help us to develop our accessibility plan.

The school's accessibility plan explains in more detail the ways in which we are working to improve access to the environment, curriculum and information for pupils with disabilities. These include PLIMS (Personal Learning Intention Maps), the [Scerts](#) model, positive behaviour strategies, learning strategies, OT equipment and staff who meet pupils' medical needs to help them to access the curriculum.

We record and report instances of discriminatory language or bullying on our CPOMS system and try to help children to understand the wider context of discriminatory speech.

All staff recognise the relationship between hate speech and radicalisation or extremism. Prevent and safeguarding training are up to date.

### **Documentation and record-keeping**

Our school has a statement of overarching equality policy published to the web site.

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.

### **Behaviour and attitudes**

The school's Positive Behaviour Policy is available from the web site.

We collaborate with local and national programmes and make links to well established cultural and statutory partners who support our aims.

### **Curriculum**

There are activities across the curriculum, including PSHE and assembly to promote pupils' spiritual, moral, social and cultural development and to help them to share our values and develop the concept of responsibility within a community. Education for character is integral to the work of Cleaswell Hill School.

### **Consultation and involvement**

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

The school has procedures for finding out how pupils think and feel about the school, and how they feel about equality and fair or unfair situations.

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

## **Part Two: Objectives**

**Advance equality of opportunity between people who share a protected characteristic and people who do not share it.**

### **Creativity and culture**

Many of the children and young people who come to school at Cleaswell Hill will not have opportunities to join clubs, have music lessons, attend dance classes, perform in a theatre production, go to a disco or music performance and experience the fulfilment that comes from participation in collective creative endeavour.

We intend to prioritise the opportunities for children and young people to fulfil their creative ambitions during their time at school and in clubs and satellite provision.

Alongside these opportunities, there will be scope for pupils to develop technical and support skills which help us to reinforce the message that pupils are not only recipients of learning activities; that they can do more than watch and listen, they can participate, experience, be curious, be makers, creators, appreciators and critics.

### **Specific and measurable:**

Over the 4 year cycle of the objective we will :

Develop satellite clubs and school based opportunities and clubs for children who enjoy participating in termly shows and performances.

Partnerships and relationships with local arts and cultural organisations.

Attract funding specific to creativity and culture to enable staff and pupils to be able to develop the broad spectrum of opportunities that we aspire to offer.