

Published equality information about the context of our school (2023)

Published objectives 2021-2025

This is our published information (January 2022) 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 diversity, equality, inclusion and challenge discrimination.

Context:

Cleaswell Hill School is a larger than average sized specialist 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 predominant need is autism spectrum condition. 75% of the population is male.

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

We prepare children for the opportunities, responsibilities and experiences of adulthood. Children and young people are taught in a way that they can understand about protected characteristics, about their rights and responsibilities. There is zero tolerance of bullying or discrimination, and this is reflected in the school's ethos and values.

Few of the children speak a community language other than English or are of a minority ethnic heritage. Developing the school to be inclusive and representative of these children's identities is especially important to everyone on the staff involved in creating an enabling environment that helps every pupil to feel that they belong.

Our large number of pupils identified as disadvantaged (46%) in respect of whom we receive the Pupil Premium Grant, are supported by research and evidence-based strategies in order to demonstrate the impact the funding has on diminishing the differences in outcomes for these pupils compared with their peers.

We represent, discuss and welcome diversity and the positive aspects of individuality. Staff are encouraged to challenge viewpoints that they do not feel promote equality and to challenge perceptions of stigma and inequality; our priority is that every child feels safe and knows that we are committed to our legal duty to safeguard every member of the school community from discrimination.

As a school, we recognise that language and aspects of identity are constantly changing. The workforce is entitled to be informed and to receive current information, which is without bias, to have harmful or outdated terminology, misconceptions and stereotypes challenged. This can be a difficult agenda to manage with such a complex school community and so many different demands on CPD and training time. We try to blend offers of training from external agencies, online and internal providers; however, this is an important area for further development, especially in the area of curriculum design.

Staff work supportively with pupils about concepts of gender, gender identity, sex or sexual orientation. Adults in school challenge gender stereotypes and promote gender equality. There is also a comprehensive Relationships, Sex and Health Education curriculum, differentiated for the needs of all pupils and based upon Chailey Heritage Foundation's 'The Sex Factor' Relationship and Sex Education for children and young people with complex neuro-disabilities.

Our intention is that all of our pupils succeed and achieve, academically, physically and socially in an atmosphere where they are nurtured, challenged and supported.

Personal Development is targeted at need, bespoke to each child's personal learning targets and key to helping to develop each child's sense of belonging and boundaries, independence and resilience, according to the pathway they follow.

Our 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 environment is constantly being adapted and updated to meet the needs of children with complex needs and disabilities. Through fundraising, the Cleanswell Hill Foundation has been able to build and maintain a hydrotherapy pool and additional therapeutic resources to enrich the experiences of children with additional needs.

The changing population means that on the upper floor of the school (3 classrooms) are not accessible to a number of pupils. Space is at a premium. However, school continue to promote the therapeutic educational approach needed by the pupil cohort and are currently installing a number of small, individual buildings to enable the valuable therapeutic interventions that have become part of our provision to be offered to more children. The school has a lead therapist, SaLT and team of therapy assistants who oversee and implements this strategy.

The main building (ground floor) and extensive school grounds are accessible for people with physical disabilities, with ramps, accessible bathrooms and wheelchair accessible routes. All new buildings are accessible.

The voice of children and young people informs our priorities when we develop our Accessibility Plan.

We are also guided by the [Northumberland SEND Strategy](#) 2021-24.

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 all pupils. These include PLIMS (Personal Learning Intention Maps) prioritising individual targets from each child's EHCP, relationship support, pathway provision for curriculum and assessment, teaching and learning strategies and approaches, integrated therapies and staff who accept the delegated role from health colleague of completing clinical tasks in order to meet pupils' medical needs and support them to access school and learning.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work, including targeted interventions, we do on promoting friendship, resilience, 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.

All staff recognise the relationship between hate speech and radicalisation or extremism. Radicalisation and safeguarding training are up to date. Adults understand referral routes and ensure that their concerns are shared.

Documentation and record-keeping

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

We record and report instances of discriminatory language or bullying using our online Positive Behaviour Cloud and work to help children to value and promote kind and respectful relationships.

Harmful sexual behaviours are logged on our CPOMS system.

Responsibilities

All staff agree that they have read, understood and agree to follow Part One in Keeping Children Safe in Education.

All staff are trained in child protection and safeguarding and have received copies of the policy.

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 on the website.

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 PSHEE 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, focused through the Personal Development whole school targets.

Curriculum design is an iterative process of continual improvement, however, 'usualising' diversity, equality and inclusivity in our curriculum content is prioritised.

Consultation and involvement

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.

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

We consult parents and carers through surveys, Facebook, School Ping and the school website. It is vital that we respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

-Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

-Advance equality of opportunity between people who share a protected characteristic and those who do not.

-Foster good relations between people who share a protected characteristic and those who do not.

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

We plan to continue to use evidence and research proven to build a curriculum that embraces, celebrates, highlights and foregrounds diversity.

A curriculum focused on equity and allyship, that is rich in diverse representation, a focus on the rights of every child and to de-mystify marginalised groups.

Curriculum delivery will be within, and contribute to, an enabling environment, flourishing relationships and content that whispers 'you belong'.

Representation through the curriculum and in the everyday life of the school of race, culture, religion and belief, disability, sexual orientation, gender and gender questioning identities ensure that every child is 'seen' and recognises that we see, respect and value them as individuals.

Developing the workforce to use lived experience, training and research to better understand and support children's diverse and complex needs, by anticipating and championing challenges and using an asset-based approach to signpost, help and support one another in developing a culture of acceptance and equality.