Springwell School

Springwell School Equality Policy

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Introduction

At Springwell School we are a respectful, positive learning community where everyone is enabled to achieve the most that they can, progress as far as they can and learn the most that they can.

- We promote and value diversity.
- We promote and value human rights.
- We challenge stereotypes.

We take pride in our diverse community and as a school we welcome our duties under the Equality Act 2010 and the updated guidance from the DfE published in May 2014. Our Equality Policy is essential in ensuring this can happen.

Definitions

At Springwell School "equality" is about opportunity, access, participation, and contribution on a fair and equal footing and providing a framework for this to happen.

The term "diversity" acknowledges that are differences between people and the school values and respects the variety of backgrounds, perspectives, values, and beliefs of its community.

Aims

- To enable all members of our school community regardless of race, gender, disability, social background, religion or beliefs, sexual orientation, gender reassignment, marital or civil partnership status, pregnancy or maternity or age to have the opportunities to develop in every area of our school life to the highest level.
- To provide a broad and balanced curriculum promoting the spiritual, moral, social, cultural, mental, and physical development of our pupils.
- To encourage respect and tolerance for others, their faith, culture, and way of life
- To provide a clear statement about the schools' commitment to promoting equality and diversity within employment.

The purpose of this policy is to ensure that Springwell School's ethos, policies and practices respect and protect the rights of all individuals and promote positive action to ensure that all pupils, staff, parents, carers, and volunteers within the Springwell community are enabled to make the most of their abilities and qualities.

This policy is written within the guidelines and to ensure we fulfil our duties under the Equality Act 2010 and DfE guidelines published May 2014.

This policy ensures that we will:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In addition, we will:

- ensure that everyone is treated fairly and respectfully.
- make sure that our school is a safe and secure place for everyone.
- recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.

Equality within our Learning Community

At Springwell School all pupils can be described as having a disability as the act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal and everyday activities.'' There is also an imbalance of boys to girls of approximately 2 to 1 (84 girls / 197 boys) . Ethnic minority groups form approximately 45% of the school population (136 out of 281 pupils). 181 or 64.4% of pupils are in receipt of the pupil premium. For these reasons, the school has particular regard for equality issues relating to disability, race, gender, and social disadvantage. As a special school we believe we have a key responsibility in the area of disability equality.

Our Rainbow Values includes the following principle: 'To recognise individual differences and promote positive self-image and worth. Provide a caring, safe environment in which children are taught to respect themselves and others both in school and the wider community.'

In order to ensure equal opportunities for all we ensure there is no discrimination, harassment or victimisation to pupils, potential pupils, staff, parents, and volunteers. We do this by reviewing our work in the following areas:

- Policy, Leadership and Management
- Provision of education (Curriculum, Learning and Teaching and Assessment)
- Admissions, Attendance, Positive Behaviour Management and Exclusion
- Pupils Personal Development, Attainment and Progress
- Attitudes, Environment and access to any benefit, facility, or service
- Parents, Governors, and Community Partnership, including Extended Services
- Staffing – Recruitment, Training and Professional Development
- Pupil Voice and Participation

At Springwell we take positive steps to ensure the continued development of equal opportunities throughout the school:

School Environment

- The site is designed to ensure access for all, and physical resources are made available to allow full access to the curriculum as required and to meet the needs of all our pupils.
- There will always be sufficient staff on duty to ensure children are in a safe environment.

- In the playgrounds, pupils will be encouraged to play together where appropriate. Our staff lead and model play activities to promote positive play and appropriate behaviour.

Learning

- We organise and deliver a curriculum which ensures equal participation by all pupils in all the elements of learning, knowledge, concepts, skills, and attitudes.
- We encourage positive attitudes towards everyone.
- We celebrate racial and cultural diversity.
- We plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background, and SEN of pupils.
- We ensure our children are prepared to be included in society, regardless of their needs or disabilities.

There are pupils at our school with different types of disabilities, and these include:

- Autistic Spectrum Condition
- Speech Language and Communication Needs
- Hearing Impairment
- Visual Impairment
- Long term medical conditions

All children at Springwell have Special Educational Needs and are supported by an Education Health Care Plan.

We expect all staff to ensure that classes are an inclusive environment and that all contributions are valued. Teachers ensure the tasks set meet the needs of all pupils with whom they are working. Teachers communicate using a wide variety of methods and the school constantly reflects on and improves its practice in this area.

Challenging, individually appropriate targets are set for all children to encourage them to learn as much as they can, progress as far as they can and achieve the most that they can at a given time. We aim to minimise the effect on pupils' learning of social and economic deprivation.

The school has an inclusive approach to educational visits and risk assessments are carried out beforehand to ensure full access for all pupils and staff.

We pay full attention to the physical needs of the children through our Healthy Schools status and medical policies.

Pupil Organisation

At the beginning of each school year, staff support children in composing Class Codes of Conduct outlining the behaviours we are looking for in all pupils. This activity is differentiated to the learning levels of the pupils in each class. This is then displayed in the classrooms and used to promote good behaviour alongside class reward systems.

We prevent discrimination, harassment or bullying on the basis of the following 'protected characteristics:

- Age
- Disability
- Marriage and Civil Partnership
- Gender Reassignment
- Pregnancy And Maternity
- Race
- Religion Or Belief
- Sex
- Sexual Orientation

All incidents of harassment or bullying are taken seriously and dealt with immediately by staff. Serious incidents are logged, outcomes agreed and reported to parents.

Resources

We deploy resources effectively and efficiently to ensure that all children receive appropriate support.

Playground and sporting equipment is supervised to ensure fair and equal access. Equipment across the school and in classrooms is selected to accommodate the needs of all children.

Staffing and Administration

We seek to ensure that our working environment is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations.

This policy provides employees with a clear statement about the school's commitment to promoting equality and diversity within employment.

We are committed to providing equality of opportunity for all by eliminating discrimination. We will do this by ensuring that our practices reflect relevant employment legislation and good practice. Our employment decisions are based upon job related, objective criteria. We are committed to having a workforce that reflects the diversity within our community where everyone is treated with dignity and respect.

The Staff Code of Conduct sets out how we expect staff, workers, and volunteers to behave toward one another and ensures they understand the conduct expected and required by them.

We review recruitment and selection processes for potential discriminatory practice, and we ensure that official guidance (such as from the LA) on employment issues, including staff disciplinary and dismissal procedures, is followed.

All teaching and support staff posts are non-gender specific. Both men and women are encouraged to work with all age groups and each Key Stage. All staff have equal access to in service training and posts of responsibility. All members of staff regularly review practices and approaches involving equal opportunity in terms of gender, race, and disability issues.

Employee Responsibilities

All employees, irrespective of their role, have a personal responsibility to comply with this policy, associated policies and to abide by the Equality Act 2010, in dealing with each other, managing staff and in their relationships with children, parents, carers, governors and other stakeholders.
In particular, employees, must not:

- discriminate against colleagues, other workers, job applicants, children, parents, carers, governors, or other stakeholders.
- bully or harass colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;
- encourage or try to encourage another person to treat others unfairly or to practice unlawful discrimination.
- victimise people who have made allegations or complaints of discrimination or who have provided information about such discrimination.

We will not tolerate any of the above behaviours. Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then they could be liable to a claim being brought against them as an individual, for example at an Employment Tribunal. The employee could also be liable to disciplinary action for a breach of the school's Code of Conduct and Disciplinary Rules.

Employer Commitment

Springwell will carry out the following activities in order to demonstrate our commitment to Equality and Diversity, and also to fulfil our legal responsibilities:

Roles and Responsibilities

The governing body will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the school, including to staff, pupils, and parents, and that they are reviewed and updated at least once every four years.

The Co-Head Teachers will:

- Promote knowledge and understanding of the Equality Policy amongst staff and pupils.

At Springwell School we believe that promoting equality is the responsibility of everyone in the school community. All staff and Governors at the school are responsible for ensuring the school

meets its duties under the Equality Act 2010. All school staff are expected to have regard to this document and to work to achieve the standards and principles outlined.

Springwell School has adopted the following principles:

- We recognise the value of diversity within the community, our workforce and our student body and the contribution made by people from different backgrounds.
- We are committed to ensuring that teaching and learning meet the varied and complex needs of pupils in our care.
- We will make sure our employment is accessible to everyone and that we actively value and celebrate the wide variety of lifestyles and cultures within the community.

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination.

Springwell School will address the three main duties of the Equality Act in the following ways:

1. Eliminating unlawful discrimination, harassment, and victimisation

We give careful consideration to equality issues in everything that we do in the school:

- Related policies that are in place include e-safety, behaviour, safeguarding, Special Educational Needs, assessment, and attendance.
- Accessibility plan is available and reviewed on an annual basis.
- Admission arrangements are followed and are non-discriminatory.
- Staff and governors have regular safeguarding and SEN training.
- School complaints procedures are followed.
- Non-discriminatory employment practice is adhered to.
- Staff codes of conduct, advice on appropriate behaviour and approaches within school.
- Our teaching targets needs and there is training on differentiation and challenge with the teaching and learning policy being regularly discussed and updated, so that it is a working document.
- Strategies are employed and resources targeted to support children/staff for whom English is an additional language.

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

- The school can analyse data by year group, ethnicity, and gender and language.
- The school has data on inequalities of outcome and participation connected with ethnicity, gender, and disability.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps.
- We use a range of teaching strategies that ensure we meet the needs of all pupils.

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

3. Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social, and cultural development of our pupils.
- We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity, and disability, avoiding stereotyping.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We give due regard to equality issues when deciding our objectives for the School Development Plan.
- We review relevant feedback from the parent questionnaires and consultations, Parents/carers/carers-teacher meetings and other formal / informal feedback from Parents/carers/carers and carers.

Monitoring and Evaluation

The Governing Body will monitor and evaluate this policy annually alongside all other related policies with a view to considering the impact of our main activities on people with protected characteristics. We will take into consideration all available monitoring data to inform our evaluation of our success in this area.