

**Outcomes
First
Group.**

Equalities Policy and Targets



Dibden Park
SCHOOL

1. Aim of the policy

This Policy outlines the implementation of the Equality Act within the School

2. Background

Dibden Park School admits pupils with a range of special educational needs. Many will have social and emotional difficulties and associated mental health issues. Many of our children have conditions that have made it hard for them to be successful in a mainstream environment including ADHD, autism and attachment difficulties. Pupil will usually have an Education and Health Care Plan that notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a long history of disturbed or difficult behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The school is committed to ensuring equal treatment for all its employees, pupils and any others involved in the school community. Employees and young people have the right to be treated with consideration, dignity and respect and to work in an environment that acknowledges and celebrates differences. The school is committed to ensuring that disabled people are not treated less favorably in any procedure practice or service delivery.

3. Policy

3.1. Aims

- To provide our students with an education that will meet their individual intellectual, interpersonal and social needs, fostering independence and preparation for a full active life.
- To provide a safe and supportive environment in which students can be considered and developed as individuals.
- To provide a secure, purposeful and calm environment where learning is an enjoyable experience.
- To identify and offer the student's preferred method of communication ensuring that effective skills are developed and used in all areas of activity.

- To analyse the function of each student's behavioural challenges and to seek to reduce the frequency and severity of such behaviour by the teaching of alternative and appropriate ways of achieving that function.
- To apply appropriate psychological and physiological screening to identify factors that may exacerbate challenging behaviour and to seek to reduce these behaviours.
- To extend the 'Student Centred Planning' process to include behavioural self-directed strategies, Individual Education and Skills Programmes and Care Plans that are monitored consistently and reviewed regularly.
- To provide a broad, balanced relevant curriculum that acknowledges the student's individual needs.
- To provide ordinary life experiences within the community, accessing local networks.
- To foster self-esteem, mutual respect and trusting relationships whilst promoting contact within the school with parents and significant others.
- To ensure equality of opportunity irrespective of gender, race, disadvantage or disability.

We do not discriminate against anyone, they staff or student, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins sexual orientation including transgender and age in relation to staff. This is in line with the 1976 Race Relations Act and the Race Relations Amendment Act 2000 and the Public Sector Equality Duty 2010, and covers both direct and indirect discrimination.

- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all students have equal access to the full range of educational opportunities we provide in our school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

3.1. Anti-racism

It is the right of all students to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behavior. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavor to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the students do. In the religious education curriculum, the students study the major religious faiths.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

3.2. Responsibilities

The Role of Proprietor

The proprietor has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The proprietor seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The proprietor takes all reasonable steps to ensure that the school environment gives access to people with disabilities.

The proprietor welcome all applications to join the school, whatever background or disability a child may have.

The proprietor ensures that no child is discriminated against whilst in our school on account of sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a student's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the student's cultural traditions.

The Role of the Head teacher

It is the Head Teacher's role to implement the school's Equality Act Policy and he is supported by the proprietor in so doing.

It is the Head Teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Head Teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Head Teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of the Class Teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers will pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.

Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the Racial Incident Record Form and draw them to the attention of the Head Teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

3.3. Monitoring and Review

It is the responsibility of our Proprietor to monitor the effectiveness of this policy. The Proprietor does this by:

- Monitoring the progress of pupils in minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the head teacher to report to Proprietor on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

3.4. Promoting Racial Equality

Dibden Park School aims to ensure that all pupils/students and adults, regardless of their racial, cultural or religious heritage or background, are allowed to achieve personally, emotionally, socially and academically. Every pupil/student and adult will be given the opportunity of realising their true potential, unaffected by racism: they should feel valued and respected within an ethos that supports and encourages individual and community development.

The Proprietor is responsible for ensuring the school complies with the amended Race Relations Act of 1976.

The Head Teacher is responsible for ensuring:

- The Equality Policy is readily available and staff, students and parents/guardians know about it.
- The Equality Policy and its procedures are followed.
- Regular information is given to staff about the policy, and providing training for them on the policy, if necessary.
- All staff know their responsibilities and receive training and support in carrying them out.
- That appropriate action is taken in cases of racial harassment and racial discrimination.

All staff are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle racist bias and stereotyping.
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins.
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

3.5. Monitoring the Policy:

The Equality Act Policy will be an integral part of the School Development Plan.

Subject co-coordinator's will check and monitor the schemes of work to ensure both policies and the curriculum promote racial equality. #

The Proprietor will ensure when recruiting staff that the principle of the policy are adhered to.

All incidents of a racial nature will be recorded in the Racial Incident Record Form and dealt with by the Head Teacher.

Action if the policy is breached:

- Pupils who do not follow the policy principles will be dealt with on an individual basis taking into account their ability level. Action would probably involve further individual teaching about race issues.
- Disciplinary proceedings may be taken if staff do not follow the policy principles and are proven to have acted in an unacceptable manner.

3.6. Definition of Disability

“Disability is a physical or mental impairment which has a substantial and long term adverse effect on a persons’ ability to carry out normal day to day activities”.

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of disabled persons’ disabilities even where that involves treating disabled persons more favourably than others.

The school will work towards to remove barriers where they exist for people with disabilities in the curriculum, in communication and in the physical environment of the school.

We will do this by:

- Ensuring equality of access to the widest range of possible activities for all pupils
- Improving the environment of the school to increase the extent to which people with disabilities be they pupils, staff, parents or visitors can access the facilities available
- Improving the delivery of written information to disabled pupils, parents/carers and staff.

Students, staff, parents, carers and other users will be consulted during the development of the plan and their needs included. This will identify present strengths and areas for development. All information gathered will be treated in the strictest confidence. It will set out the steps we will take to remove barriers and promote disability equality in all areas of school life.

3.7. Data collection, monitoring and assessment

All students' achievements are individually monitored. Groups of students with similar needs have their achievements monitored to ensure provision is appropriate and equal across the school. We are committed to working in partnership with all agencies that will support us in meeting the holistic needs of students.

3.8. Employment

- All disabled employees are given the same opportunities as other staff.
- Reasonable adaptations to buildings and practice are made for disabled employees.
- Disabled staff are allowed additional time off for the treatment of their condition.
- The school monitors the number of disabled staff.
- Applicants for positions are given the opportunity to declare a disability on the initial application form.

3.9. Physical access

- The school is adapted to cater for the needs of disabled students.
- Efforts will continue to identify any areas of further action.
- Visitors to the school buildings are made aware of the facilities available.
- The school maximises access when considering any adaptations or improvements to the building.

3.10. Admissions/Transitions

Prior to admission or transition the school works closely with the local authority and other schools to ensure that procedures are in place to accommodate students regardless of their disabilities.

This includes:

- Prior collection of information regarding additional needs.
- Arrangements for extra visits by students and parents.
- Meetings with Special Educational Needs Co-ordinator and staff from other schools
- Early transfer of information.

The plan will be monitored to include information on:

- admissions of pupils.
- pupil attainment.
- recruitment, retention and career development of disabled staff.
- the effectiveness of reasonable adjustments.

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of the plan and identify future priorities.

3.11. Recruitment Policy

The Proprietor and the Senior Management Team view recruitment, induction and retention of staff as key areas of planning towards on-going school improvement.

The school is committed to maintaining that investment seeing it as a key means of delivering our induction and Continuing Professional Development agenda.

3.12. Safeguarding.

The Proprietor ensures that all recruitment procedures follow the statutory requirements and guidance on best practice as laid down in; Safeguarding Children and Safer Recruitment in Education (DfES Jan. 2007).

3.13. Relevance of experience and appropriate qualifications.

The school recruits staff in three main areas:

- Teaching staff
- Learning Support Assistants
- Administration and premises staff.

When short listing candidates for teaching posts or Learning Support roles the school will take account of and recognise applicants' previous experience, working with children or adults with learning disabilities, in whatever capacity.

3.14. Induction and ongoing professional development.

All staff new to the school will receive an induction programmes tailored to their role.

All staff will have annual appraisal interviews with a senior member of staff.

A key element of that process is the identification of personal professional development targets.

All staff contribute to the review of the annual school development plan, a key element of which is identifying training and professional development priorities for the school working towards ongoing school improvement.

Teaching staff.

All newly employed teaching staff who have not already accessed appropriate training will have the opportunity to complete training in autism awareness, therapeutic training, physical intervention and CPI (Crisis Prevention Institute) training and much more as soon as is practically possible.

Induction on the school ethos safeguarding and professional code of conduct and associated policies and procedures is delivered by the Head Teacher.

Teaching support staff and non-teaching staff.

Induction on the school ethos safeguarding and professional code of conduct and associated policies and procedures is delivered by the Head Teacher along with the Designated Safeguarding Lead (DSL).

Delivery of induction.

The school recognises that induction for new staff can be complex and considerable particularly for staff who are newly qualified or new to the sector and the process is planned to be delivered over an academic year and bespoke to the individual member of staff needs.

3.15. Promoting Social Cohesion

National Context

We recognise we have a key part to play in promoting social cohesion through our approach to:

- Teaching and Learning
- Teaching pupils to understand others

- Promoting discussion and debate about common values and diversity
- Equality and Excellence
- Removing barriers to access and participation
- Offering equal opportunities to all pupils to succeed at the highest level possible
- Engagement and ethos
- Providing opportunities for children, young people and their families to interact with others from different backgrounds

School Context

The Proprietor is committed to promoting social cohesion and discharges its responsibility as part of its leadership and management role by encouraging all staff to be proactive and by involving pupils in the promotion of social cohesion.

We value a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

For us, community has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live and work in that area;
- the citywide and regional community the school working with other schools and providers within Somerset
- the community of Britain – all schools are in definition part of this community;
- the global community – formed by EU and International links.

3.16. Procedures

An integral part of our self-evaluation and improvement planning is building on our best practice in promoting social cohesion. We are committed to considering where there may be scope to improve our existing work in three specific areas:

Teaching, Learning and Curriculum

- we teach pupils to understand others
- we promote common values and value diversity
- we promote awareness of human rights and of the responsibility to uphold and defend them
- we develop the skills of participation and responsible action

As an effective school, we have a high standard of teaching and curriculum provision that supports high standards of attainment promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths ethnicities and socio-economic backgrounds.

Integrated across our curriculum are opportunities for discussing issues of identity and diversity.

Strategies

As a tool in building social cohesion, we provide:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils understanding of community and diversity is enriched through educational visits and meetings with members of different communities
- support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level (in English)

Equality and Excellence

- We strive to ensure equal opportunities for all to succeed at the highest level possible
- We seek to remove barriers to access and participation in learning and wider activities
- By analysing assessment results to keep track of the relative performance of the different groups
- By using the outcomes of analysis to tackle underperformance by any particular group
- We aim to eliminate variations in outcomes for different groups

Our focus is on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to reach their full potential.

We evaluate progress in the following ways:

We monitor impact of our strategy in the following ways:

- By monitoring the effectiveness of our approaches in dealing with incidents of prejudice, bullying and harassment

Engagement and Ethos

- We are committed to providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations
- We will link with different schools and communities locally, across the country and internationally

We value partnership arrangements that enable the sharing of good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.

Our partnership opportunities include:

- Promoting links with different types of school.
- Working together with community representatives.
- Maintaining strong links and multi-agency working between school and other local agencies.
- Liaison with voluntary community based activities
- Engagement with parents through coffee mornings and fundraising events

4. References

Policy and Legislation

Other Legislation relevant to social cohesion includes:

- Equality Act 2006; and
- Race Relations (Amendment) Act 2000

Alongside the legislative framework there is a range of social cohesion guidance including:

- Community Cohesion Education Standards for Schools, September 2004
- Community Cohesion – an action guide, LGA guidance for local authorities 2004
- Community Cohesion; Seven Steps – A Practitioners Toolkit, Home Office and ODPM March 2005
- Commission in Integration and Cohesion, Interim Statement, February 2007
- Community Conflict; A Resource Pack, Home Office and ODPM sponsored guidance, October 2006
- Building a Picture of Community Cohesion, July 2003

Policy Owner: Jess Wrigley

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Policy: Equalities Policy

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- Strong and Prosperous Communities – the Local Government White Paper, 2006

Our equality objectives for 2023-2025

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, sexual orientation, ethnicity, religious belief, or disability.
- Educate all about discrimination and prejudice and promote a harmonious environment.
- Strive for all pupils regardless of ethnicity, gender, social circumstances and disability to achieve the highest possible standards in their learning and make outstanding progress.
- Ensure that the appointment of staff is in line with equal opportunities legislation.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.