



Redwood Secondary School

Equalities Policy

Statement of Principles

At Redwood we develop a happy, safe and secure environment in which the individual needs of all members of the community are met in order that they realise their potential to the full.

This policy outlines the commitment of the staff, pupils and governors of Redwood School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents and carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement
- Volunteers

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Redwood School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Equalities

Most pupils at Redwood have an Education, Health Care Plan. A few have a place based on assessment.

Pupils have a range of learning difficulties:

Profound and Multiple Learning Difficulties (PMLD);

Severe Learning Difficulties (SLD);

Moderate

Learning Difficulties (MLD);

Challenging Behaviour (CB);

Sensory Impairments – Visual Impairment (VI) Hearing Impairment (HI);

Autistic Spectrum Condition (ASC).

School employs staff and Governors who have disabilities and school is fully accessible.

Ethos and Atmosphere

At Redwood School, the leadership of the school community will demonstrate mutual respect between all members of the school community.

There is an openness of atmosphere which welcomes everyone to the school

All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions

All pupils are encouraged to greet visitors to the school with friendliness and respect

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities. The school community reflects a diverse range of faiths including Islam; Christianity – Roman Catholic, Church of England, Baptist; Jehovah's Witness; Hindu and this diversity is reflected in the annual calendar of collective worship.

Policy Development

This policy applies to the whole school community and it will be drawn up as a result of the outcomes of a transparent process and through consultation with:

- School Council
- Staff
- Governors

- Parents and carers

Monitoring and Review

Redwood is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students by ethnicity, disability, gender, entitlement to free school meals (FSM) and pupil premium entitlement:

- Performance in curriculum subjects
- Participation in extended school and study support activities
- Attendance data
- Attendance at Extended learning opportunities
- Exclusions
- Serious Incidents
- Racist Incidents
- Bullying and Harassment Complaints

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is analysed to ensure that pupils are making appropriate progress when compared to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

Exclusions and truancy

Racism, sexism, homophobia and all forms of bullying and discrimination

Parental involvement in school activities

Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Redwood School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. We collect and analyse a range of profile information for our staff and governors and keep this information confidentially to enable us to be more inclusive. We have identified the following issues from the analysis of the data:

The person responsible for the monitoring and evaluation of the policy and action plan is the Deputy Headteacher. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support Discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality where relevant
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education

- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of Pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements to 'Achieve their Personal best' and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils regardless of ability
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision our youngster with SEND. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Redwood School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the appropriate curriculum pathways by taking into account their cultural, backgrounds, individual needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression into Post 16, REEC and Internship programmes

Resources and Materials

When ordering new resources and material Redwood promotes equality by the provision of good quality resources and materials, this is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Redwood School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Learning Outside the Classroom

It is the policy of this school to provide equal access to age-appropriate activities from starting school. We undertake responsibility for making contributions to opportunities to learn in different contexts and are aware of the school's commitment to equality of opportunity (e.g. volunteers, coach drivers). We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Redwood School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

· Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

· All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation whilst acknowledging that a disability may impose some practical boundaries to some career aspirations

· All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination

· We recognise that perpetrators may also be victims and require support.

· Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

· Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

· This must include pupils' access to a balance of male and female staff at all key stages where possible

· We encourage the career development and aspirations of all school staff

· It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils

· Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact. There are instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved. With reference to the Equality Act 2010 where possible we recruit same gender staff to provide intimate personal care.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Redwood School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

Publicising the Policy and Plan

This Policy is a public document and is made available to any interested stakeholder and publicised on our website, on the network, in induction meetings.

What does a school need to do?

(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?

- Pupils, parents and carers, prospective pupils and parents and carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Rochdale Borough Council.

Disability What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- Substantial (more than minor or trivial)
- Adverse
- Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected). There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled these may be 'invisible' disabilities but are, nevertheless recognised and treated equitably.

General duties

- Promote equality of opportunity

- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations Specific duties
- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

Reporting Racist Incidents

A racist incident can be defined as: verbal abuse; violence; provocative behaviour; graffiti; possession/ distribution of racist materials. If a member of staff is made aware of a racist incident this should be immediately recorded and reported. Racist Incident forms are located in the Deputy Headteacher's office. Action to be taken depends on the status of the perpetrator:

Pupil – Complete racist incident form and inform parent/ carer of incident and actions to be taken. Before reporting an incident the member of staff should consider the cognitive/ intellectual level of the perpetrator, at times pupils may use inappropriate language because they do not understand the language, these incidents should be reported as Serious Incidents and remedial action will be taken as appropriate to the individual circumstances. Support and counselling should be made available to the victim of such an incident as required.

Member of staff – Report incident to Deputy Headteacher/ Headteacher who will carry out an investigation pending investigation.

Visitor to school - Explain that racist behaviour is unacceptable and ask the visitor to vacate premises, complete racist incident form, pass details to Police for consideration if further action should be taken.

Where a victim is involved in any racist incident support and counselling should be made available as required.

Prepared by	SLT
Date	October 2019
Presented to Governors	9 October 2019
Presented to Staff	
Presented to pupils	
To be reviewed	September 2021