

Childwall Abbey School



School Policy in Relation to the
Equality Act 2010 &
Equality Objectives 2015-2018

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1. Introduction

Childwall Abbey School is a community special school for pupils aged 11 to 18 with moderate complex learning difficulties. We are situated on the edge of Liverpool and cater for pupils from across the city as well as neighbouring Authorities. The school caters particularly for pupils with moderate learning difficulties who have ASD as an additional need. Other additional needs may include ADHD, SLCN, SEMH, Dyslexia, Dyspraxia, visual or hearing impairment and a variety of syndromes which affect pupils in different ways, educationally and socially. We provide a high standard of education for all our pupils whilst catering for individual needs. We are proud of our tradition of acceptance of all pupils, our high expectations for them and our commitment to equality and inclusion.

School Ethos Vision & Values

The school is committed to ensuring equal treatment for all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedure practice or service delivery. The school is committed to being an advocate for our pupils and their families, recognising the difficulties people with disabilities are faced with in society.

At Childwall Abbey School our values are:

- Taking an holistic view of pupils' needs including academic, health, social and emotional
- Maintaining an inclusive environment which promotes equal opportunities and puts pupils at the centre
- Treating all with dignity and respect
- Working in partnership with parents and links with other agencies
- Emphasising the importance of relationships and rapport with pupils, and recognising behaviour as communication
- Empowering pupils by providing skills for life and opportunities for pupil voice thereby developing confidence
- Being an outstanding school offering a broad curriculum which encompasses creativity and a multi-sensory approach to learning
- Celebrating pupils' participation and achievements in a happy, caring and welcoming environment
- Advocating for our pupils both in school and the wider community
- Working as a flexible, skilled, professional workforce who operates as a team and always providing good role models for our pupils

Our Mission Statement

A calm, safe and welcoming place in which to work and learn.

A place where everyone supports each other to achieve.

A place we enjoy coming to each day.

Inclusion Statement

The school values **all** pupils' achievements and is committed to **all** pupils;

- Enjoying and achieving
- Being healthy
- Making a contribution
- Developing their economic well-being
- Staying safe

These statements underpin all policies, procedures and curricular materials of the school

Aims and Objectives

We do not discriminate against anyone, be they staff or pupil, 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, 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 pupils 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.

Anti-Racism

It is the right of all pupils 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 behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children through regular assemblies.

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 children do. In the religious education curriculum, the children study the major religious faiths. This is reflected on our website.

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.

The Role of Governors

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

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

The Governing Body 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 child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's traditions.

The Role of the Head Teacher

It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy and she is supported by the Governing body in so doing.

It is the Headteacher'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 Headteacher 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 Headteacher 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 assemblies, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher 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. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

Our lead teachers for Humanities, RE and Duke of Edinburgh Award are involved in the Global Learning Partnership, which supports these priorities.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school logbook, and draw them to the attention of the Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Monitoring and Review

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governing Body 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 Headteacher to report to Governors 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 treated unfairly.

Promoting Race Equality

Childwall Abbey 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.

Under the Race Equality Policy, the following roles and responsibilities are identified:

- The Governing Body is responsible for
 - ensuring the school complies with the amended Race Relations Act of 1976 and ensuring the Race Equality Policy and its procedures are followed.

- The Headteacher is responsible for ensuring:
 - a) The Race Equality Policy is readily available and governors, staff, pupils and parents/guardians know about it.
 - b) The Race Equality Policy and its procedures are followed.
 - c) Regular information is given to staff and governors about the policy, and providing training for them on the policy, if necessary.
 - d) All staff know their responsibilities and receive training and support in carrying them out.
 - e) That appropriate action is taken in cases of racial harassment and racial discrimination.

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

Visitors and students on placements are responsible for:
Knowing then following the school's Race Equality Policy.

Monitoring the Policy:

- Progress and attainment of pupils from ethnic minorities will be audited annually
- Subject co-ordinators will check and monitor the schemes of work to ensure policies and the curriculum promotes racial equality.
- The Governing Body will ensure when recruiting staff and governors that the principles of the policy are adhered to.
- All incidents of a racial nature will be recorded using the Local Authority system and dealt with by a member of the SMT.

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 include further individual support 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.

Definition of Disability

"Disability is a physical or mental impairment which has a substantial and long term adverse effect on a person's 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.

This scheme should also be read in conjunction with our Inclusion Statement, Equal Opportunities Policy and Disability Equality and Accessibility Plan. Our Accessibility Plan details what 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.

The scheme sets out the steps the Governing Body will take to ensure that the school is maximising its provision for all pupils. It will also set out the steps ensuring that parents'/carers', staff's and visitors' needs are accounted for.

Pupils, staff, governors, 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.

Data Collection, Monitoring and Assessment

All pupils' achievements are individually monitored. Groups of pupils 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 pupils.

Employment

•The school works within the employment policies of Liverpool City Council and the Directorate for Children and Young People. As such, 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.

Physical Access

The school is adapted to cater for the needs of disabled pupils. The Accessibility Plan identifies areas of further action.

•Visitors to the school buildings are made aware of the facilities available.

•The school maximizes access when considering any adaptations or improvements to the building. (See new school building).

Admissions/Transitions

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

This includes:

•Prior collection of information regarding additional needs.

- Arrangements of extra visits by pupils and parents.
- Meetings with SENCO and staff from other schools.
- Early transfer of information.
- Written information will be provided in an accessible form as necessary, E.g. Braille for Visually Impaired persons.

The plan will be monitored to include information on admission of pupils, exclusion 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. The Governing Body will receive regular progress reports. The Scheme will be revised every 3 years. All stakeholders will be invited to the review process and the development of subsequent action plans. This Scheme and action plan will be made available upon request.

Recruitment Policy

The Governing Body and the senior management team view recruitment, induction and retention of staff as key areas of planning towards on-going school improvement.

Training and professional development for all staff in our schools is identified and agreed via professional development discussions. The school is committed to maintaining that investment seeing it as a key means of delivering our induction and CPD agenda.

Safeguarding

The Governing Body 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 Jan2007)

Equal Opportunities

The school utilises Liverpool LA's application form and procedures that includes monitoring data on age, disability, ethnicity, religious belief and sexual orientation (provided voluntarily by applicants). This information is collated separately from the application packs made available by short-listing and interview panels. Applicants are encouraged to use the guaranteed interview process where applicable.

Relevance of Experience and Appropriate Qualifications

The school recruits staff in three main areas:

- Teaching staff.
- Learning support assistants.
- Administration and premises staff.

In the case of teaching staff the school recognises that there is no longer the same variety of routes towards qualification in SEN specifically and recognises that recruitment will need to be

linked to robust on-going professional development schemes within the school.

The school recognises that, in particular, recruitment of new staff needs to be linked to specialised professional developmental pathways in working with pupils with specific needs, e.g. ASD.

Induction and On-going Professional Development

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

All staff will have annual development interviews with a senior member of staff. In the case of teaching staff, this will be the annual performance management cycle. 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 toward on-going school improvement.

Teaching Staff

Any newly qualified teaching staff will receive additional 10% PPA to facilitate opportunities for their work towards QTS.

NQT staff will be mentored by the senior teacher responsible for the area in which they are working.

The Deputy Headteacher retains overall responsibility for the mentoring scheme including any students on placement in school and links with FE institutions.

All newly employed teaching staff who have not already accessed appropriate training will complete training in Restorative Practices, Supportive Handling techniques and ASD support as soon as is practically possible. Courses are funded where needed to achieve this.

Induction on the school ethos, safeguarding and professional code of conduct and associated policies and procedures is delivered by the Deputy Headteachers. (Safeguarding Leads)

Teaching Support Staff and Non-Teaching Staff

As above.

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 adapted to the individual member of staff needs.

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 Governing Body 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 involving pupils in 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 background and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; a society in which similar life 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, the school's staff and the Governors;
- 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 Liverpool and Merseyside.
- The community of Britain - all schools are part of this community;
- The global community - formed by EU and International links.

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 these 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 appreciated different cultures, faiths, ethnicities and social-economic backgrounds.

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 - for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'
- 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)
- An effective voice and involvement of pupils in the governance and organisation of school in a way that teaches them to participate in and make a difference in school, their local community and beyond, e.g. fund-raising, School Council.

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
- 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 in different socio-economic circumstances, ensuring that pupils are treated with respect and supported to reach their full potential.

We evaluate progress in the following ways:

- 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 e. g. via an extensive intervention provision.

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
- By monitoring whether pupils from particular groups are more likely to be excluded or disciplined than others

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 and where possible 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, including where appropriate, the shared use of facilities.
- Working together with community representatives, e.g. St Ann's Church, The Dog's Trust, Bridge Chapel, Sudley Primary School, Bank View School, Gateacre School.
- Maintaining strong links and multi-agency working between school and other local agencies, e.g. 'Team around the School'/ 'Team around the Child', CAMHS, School Health, and EMTAS.
- Liaison with voluntary community-based activities, e.g. Fusion, Calder Kids, Everton F.C. and Links with our local community through our ASDAN programme and sports.
- Engagement with parents through coffee mornings, parent courses and family

liaison work including work supporting attendance.

References:

Policy and Legislation

Legislation relevant to social cohesion includes:

- Equality Act 2010
- Equality Act 2006
- 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 - 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

Strong and Prosperous Communities - The Local Government White Paper, 2006_

Supporting pupils on the autism spectrum.

We use a range of multi-sensory teaching and learning styles.

We use a number of common fundamental principles that make for successful teaching of pupils on the autism spectrum.

These include:

- Intensive, structured and purposeful teaching.
- Clear, unambiguous and explicit instructions and teaching strategies.
- Use of repetition to consolidate.
- Re-teaching in different contexts and in different ways, not assuming that the pupil has understood because they have repeated or demonstrated something.
- Using a communicative form that the pupil understands and can use to convey ideas to others i.e.: visual, audio or kinesthetic learning, giving students the opportunity for learning to be achieved through experience of the world.
- Giving opportunities for learning with a personal meaning that is interesting and motivating.
- A high level of adult support and tuition.

Our Equality Objectives for 2015-18

At Childwall Abbey School we will-

- Strive to achieve equality of opportunity for all adults and pupils, regardless of age, gender, ethnicity, religious belief or disability.

(Staff and Pupil Code of Conduct reviewed annually and applied throughout school community.)

- Educate all stakeholders about discrimination and prejudice and promote a harmonious environment.

(Appropriate outside agencies identified and involved to raise awareness of current/relevant issues.)

- Strive for all pupils regardless of ethnicity, gender, sexual orientation, social circumstances or disability to achieve the highest possible standards in their learning and make outstanding progress.

(Breadth of accreditation offered to pupils reviewed, Pupil Premium allocation analysed and modified as required to support key groups)

- Ensure that the appointment of staff is in line with equal opportunities legislation.

(School practice reviewed with SEAT team advice, range of colleagues/governors/pupils (where appropriate) involved in appointment process.)

- Ensure that the Governing Body of the school is fully aware of latest developments in equality issues.

(Governor training in Equality issues identified and attended.)

- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.

(ASD accreditation awarded/ Restorative Practices in place/ AEP places allocated to identified pupil group and under review.)

(____) - Intended Outcomes

December 2015

Policy to be reviewed annually in the light of any further guidance or legislation and objectives to be reviewed in 2018.