

# Cressex Lodge Single Equality Scheme

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## Policy Statement

Cressex Lodge offers education to Key Stage 3 and 4 students (Years 7 – 12). The curriculum follows The National Curriculum. Some students have an Education, Health and Care Plan. The curriculum is tailored, evaluated and reviewed depending on students' individual and group needs.

This Single Equality Scheme (SES) is written to take account of the Equality Act 2010 which builds on previous legislations referenced in this document. Cressex Lodge School is committed to setting Equality objectives to comply with the socio-economic duty to support children from poorer families and the Equality duty to treat different groups equally and fairly.

At Cressex Lodge School, we are committed to ensuring equality of education and opportunity for all pupils, staff and carers receiving services from the school, irrespective of gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We know that inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys and girls.

We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and seek to promote good relationships between all groups and positive attitudes towards disabled people, people from different ethnic or



cultural groups or faith backgrounds and people of different gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities. We seek the views of all groups affected by the policies and work of our school and try to involve them in policy review. We recognise our role in promoting community cohesion and actively encourage the participation in public life of all learners in our school.

We will tackle discrimination by the positive promotion of equality, challenging bullying (including cyberbullying) and stereotypes and creating an environment which champions respect for all. At Cressex Lodge School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Procedure**

Cressex Lodge offers education to Key Stage 3 and 4 students (Years 7 – 12). The curriculum follows The National Curriculum. Some students have an Education, Health and Care Plan (EHCP). The curriculum is tailored, evaluated and reviewed depending on students' individual and group needs.

All students have an Individual Support Plan. This is either based on their EHCP outcomes if appropriate or their curriculum targets. All students receive individual and/or group lessons from the Learning Support, Specialist Teacher and Speech and Language Therapist where required.

An integral part of the curriculum is the therapeutic programmes. All pupils have individual therapy sessions once a week and therapists are available for support for both pupils and staff during the week. Pupils take part in Pathway which focuses on building social skills and emotional resilience and Highway which develops emotional awareness and regulation skills. Pathway and Highway link with the PSHE/Values curriculum. The pupils then progress to Gateway which focuses on offence specific work.

## **Mainstreaming equality into policy and practices**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

## **Teaching and Learning**

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils

- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender, disability and other protected characteristics, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own cultural heritage and celebrate the diversity of other cultures and lifestyles
- Seek to involve all carers in supporting the boys' education
- Encouraging classroom and staff discussion/debate and extending opportunities for controversial discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning – misconceptions must be addressed to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the Values (PSHE and Citizenship) curriculum cover issues of equalities, diversity, religion, human rights and inclusion
- \*Ensure that British Values are at the core of and part of the Cressex Lodge mission statement and that the five values are promoted in each subject as well as in the school as a whole
- Provide educational visits and extra-curricular activities that involve all pupil groupings
- Identify resources that support staff development

## Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Carers/Therapists and Individual Workers are also encouraged to view the boys' achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will try to 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 for SEN and disability.



- We aim to 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
- Policies on displays, notices, meals, uniform etc. in our school will reflect its population

## **Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy.

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Cressex Lodge School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. At Cressex Lodge School, we will continue to create and retain a workforce that is valued for their diverse contributions and representations of different perspectives, ethnic backgrounds, experience and skills. To achieve this, our school will maintain strong community/carers and directors will give support to our school and all its stakeholders, to ensure an effective educational delivery.

Health related questions will not be asked before the job offer, unless the questions are specifically related to an intrinsic function of the work. Applicants will still be issued with a generic health questionnaire as part of the application procedure. However, the applicant can fill this in at their own discretion. At Cressex Lodge School, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.



Equality aspects such as gender, ethnicity, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

## Equality and the Law

This Single Equality Scheme was originally developed in response to our statutory obligations under the General and Specific Duties under the Equality Act 2010.

It is our intention to promote equality such that our approach goes beyond compliance with legislation and becomes embedded in our culture. This will enable us to become a fully inclusive organisation, eliminating discrimination, promoting equality and embracing diversity in all that we do.

The school is, therefore, well placed to meet the requirements of the Single Equality Duty and to address equality across the nine protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

And to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other prohibited conduct
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it
- We will also be mindful of our actions in relation to socio-economic factors. The scheme will enable the school to:
- create a positive learning and work environment which actively promotes, values and celebrates equality and diversity
- support achievement irrespective of students' backgrounds
- provide high quality inclusive provision, support and services which are responsive to the needs of all staff, students and service users

- promote greater understanding and awareness
- achieve a workforce and student body that reflects the communities served by the school

## Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' consultations and governors'
- Input from staff surveys or through staff meetings/Insets
- Feedback from the junior leadership team, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Support Plans (ISPs)
- Personalised Provision Mapping, mentoring and support
- Feedback at Wokingham Road – Managers Meetings

## Roles and Responsibilities

### The Role of Directors

- The directors will set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on protected characteristics
- The directors seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of protected characteristics
- The directors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The directors ensures that no child is discriminated against whilst in our school on account of their protected characteristics
- The Role of the Headmistress (and Senior Leadership Team)
- It is the Headmistress's role to implement the school's Single Equality Scheme and she is supported by the governing body in doing so
- It is the Headmistress's role to ensure that all staff are aware of the Single Equality Scheme, and that teachers apply these guidelines fairly in all situations
- The Headmistress ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headmistress promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life

- The Headmistress treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness
- The Role of all Staff (teaching and non-teaching)
- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Single Equality Scheme
- All staff will strive to provide material that gives positive images based on protected characteristics and challenges stereotyped images
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headmistress or Leadership Team
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## Tackling Discrimination

Harassment on account of protected characteristics is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Deputy Headteacher/ Headmistress, where necessary. All incidents are reported to the Headmistress/Leadership Team and racist incidents are reported to the directors and Local Authority on a termly basis.

What is a Discriminatory Incident? Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'

## Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist homophobic or discriminatory badges or insignia

- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and Reporting Incidents It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

### **Procedure for responding and reporting outlined below**

Review of Progress and Impact the Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Single Equality Scheme annually and review the entire scheme and accompanying action plan on a three year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

### **Publishing the Plan**

The Equality Act 2010 requires us to publish information that demonstrated that we have due regard for the need to:

- Eliminate discrimination and other conduct that is prohibited by the 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
- Published Equality Information will be updated at least annually and objectives updated at least once every four years.

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