Red Gates School

Equalities Policy Statement
(Croydon model)

Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

- **In fulfilling the legal obligations cited above, we are guided by nine principles:**

1. All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

2. We recognise and respect difference.

Treating people equally (as per number 1 above) does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassments of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual or homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and employment

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating pregnancy and maternity.

5. We aim to reduce and remove equalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of difference ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

6. We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled and non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys
- People of differing sexual orientations.

7. Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, but fostering greater social cohesion, and greater participation in public life of:

- Disabled and non-disabled people

- A wide range of people from differing ethnic, cultural and religious backgrounds
- People of differing sexual orientations.

8. We base our practices on sound evidence

We maintain and publish qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives

We formulate and publish specific and measureable objectives, based on the evidence we have collected published (as per 8 above) and the engagement in which we have been involved (as per 7 above).

The objectives which we identify take into account national and local priorities and issues as appropriate.

We continually review our equality objectives and report annually on progress towards achieving them.

10. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in point 3 above.

11. Ethos and organisation

We ensure that principles listed in point 3 above apply to the full range of policies and practices, including those concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, disciplines and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

12. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in legal framework and points 1-2 :

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance available to all at the school on how prejudice related incidents should be identified, assessed and dealt with.

We keep a record of prejudice related incidents if any and provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

13. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy: for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

A senior staff member has day-to-day responsibility for coordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in point 3 above
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work.

14. Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parent and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of quality, diversity and community cohesion in appropriate detail.

15. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests to religious observance and practice.

16. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

17. Breaches of policy

Breaches of this policy with be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

18. Monitoring and review

We collect, study and use quantative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Date approved by Governing Body: May 2016

Headteacher

Chair of Governors

Examples of Equalities Evidence 2014 – 15
Promoting Equalities and raising achievement through:

- The curriculum topic themes e.g. : Favourites, Carnival, Our local community, The Americas, Ancient Egypt, Impressionism
- Community events & themes supporting the curriculum: Mothers' Day tea party, sports morning (parents, friends attended), Sports Relief, St. Mungos day, VE Day party
- Family learning sessions on Sing & sign, Telling a story, Home packs, Making music
- Workshops for parents on Makaton, attention autism, intensive interaction, sensory learning
- Meetings with parents/carers to promote, support and acknowledge learning and achievement: Home visits to all new parents, Starter Programme for new parents, Annual reviews, IEP meetings, Transition meeting for YR4 & 5 parents/carers. Interpreter support provided at meetings as required
- Inclusion links with Gilbert Scott and Courtwood Primary schools: Class links at both schools. Individual links for some Red Gates pupils at Gilbert Scott
- Selsdon Education Partnership (SEP): consisting of Red Gates, Gilbert Scott & Woodlands Children's Centre, Courtwood, Forestdale, The Quest and John Ruskin College. SEP develops ways to work together for the benefit of all pupils in our schools e.g. Each school hosting workshop sessions e.g. Forest school activities, art & sensory sessions, SEP summer event celebration circus theme 2015
- Outreach: workshops delivered by Red Gates teachers to mainstream colleagues
- Communication systems: Parent texting, school website, Fronter (learning resources accessible at home), termly newsletter, home school books

Equalities objectives 2015 – 16 Referenced to School Improvement Development Plan Key Priority (KP) where relevant. To be reviewed in line with SIDP

Objective	**Lead person(s) monitoring**
Teaching & learning	
SIDP KP2 • To improve progress in communication for all pupils • Increased opportunities to extend communication skills of more able pupils through weekly lessons at Gilbert Scott • Supporting parents to generalise language & communication skills at home	English Subject Leader Assistant Head (parent workshops)
SIDP KP3 • To increase the range of learning opportunities and develop skills in Art & Music • Achievement of Arts Mark	Headteacher, Art, Music Subject Leaders
Inclusion & Outreach	
• Continue to develop SEP partnership opportunities & events as part of community cohesion • Sustain outreach support to Croydon mainstream schools & develop courses to support newly identified requirements	Headteacher Inclusion & Outreach co-ordinators
Extended schools & services	
• To sustain holiday activity schemes	Headteacher, Assistant Head