

RACHEL MADOCKS SCHOOL
Equality Policy
(including Equality Information and Objectives)

Statutory Policy	Yes
Review frequency	Annual
Reviewed By	Headteacher
Approved by	Governors
Date	May 2019

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Rachel Madocks is a special school for children aged 2-19 with severe or profound and multiple learning difficulties, Autism and complex health needs. We have the highest aspirations for our pupils and recognise that they all learn, achieve and succeed in different ways.

Vision Statement

"Valued for Being Me"

At Rachel Madocks School we will provide a positive and supportive learning environment which enables each pupil to develop the skills and confidence to achieve their full potential.

We will achieve this by:

- Leading high standards in learning, achievement and behaviour for all.
- Providing an engaging and relevant curriculum that supports the individual needs of all pupils.
- Recognising that all pupils learn, achieve and succeed in different ways.
- Enabling all pupils to communicate effectively.
- Respecting individual views on religious and cultural issues as all pupils develop into responsible citizens.
- Promoting effective working partnerships with parents and carers in all aspects of their child's learning.
- Developing all pupils to be as independent as possible and to live safe, healthy and fulfilling lives.
- Creating and developing good links within the community and stakeholders.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

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

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their personal status
- Whether they are currently pregnant or are currently on maternity/paternity leave
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability - we understand that reasonable adjustments may need to be made.
- Gender (including transgender) - we recognise that girls and boys, men and women have different needs.
- Religion and belief - we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age - we value the diversity in age of staff, parents and carers.
- Sexual orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Personal status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

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 and interaction between groups and communities different from each other.

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Discussion at school council meetings
- Pupil questionnaires
- Staff questionnaires
- Parent questionnaires

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- Recognising that all pupils learn, achieve and succeed in different ways.
- Enabling all pupils to communicate effectively.
- Respecting individual views on religious and cultural issues as all pupils develop into responsible citizens.

- Promoting effective working partnerships with parents and carers in all aspects of their child's learning.
- Developing all pupils to be as independent as possible and to live safe, healthy and fulfilling lives.

The profile of our current pupils, staff and Governors is represented in the table below:

	Total	Male	Female	Ethnic Minority	Disability
Pupils	88	57	31	10	All our pupils have a disability of some kind
Staff	73	4	69	2	Non declared
Governors	8	2	6	None declared	Non declared

Pupil-related data

For pupils in KS 1, 2, 3, 4 and Post 16 their attainment is significantly below national standards in all key subjects and for different groups of pupils. As the pupils' cognitive ability is low their attainment is unlikely to ever rise above low. At the end of KS2 indicators of attainment are below national standards. At the end of key stage 4 all pupils engage in external accreditation (ASDAN). An analysis of pupil performance data, through annual P Level and National Curriculum assessments, indicate levels are still well below national standards. However, though pupil attainment is well below age expectations, the large majority of pupils make expected or above expected progress. We are confident that we consistently enable individual pupils to maximise their learning and achieve new skills each year, (see IEPs, annual reviews, Early Learning Journals, P levels, ASDAN files, Behaviour plans).

Pupil attainment data 2018

KS2-KS4:

94% of all pupils are making at least expected progress for English & Maths

83% of all pupils are making above expected progress for English & Maths

12% of pupils are exceeding above expected progress in English & Maths

At Post 16 100% of pupils make at least expected progress in communication, Maths and PSD.

Analysed against protected groups.

98 % of pupil premium pupils make at least expected progress in English and Maths.

97% of non-pupil premium children make at least expected progress in English and Maths.

98% of boys make at least expected progress in English and Maths.

95% of girls make expected or above expected progress in English and Maths.

75% of Children Looked After make above expected progress.

We have had no known racially motivated incidents in the last 3 years.

'Bullying' is dealt with immediately and is of a very low level. We have had no PREVENT incidents.

We have had no recorded negative comments from more able children about more disabled children.

Pupil Voice: All classes have a school council representative that attends regular meetings and takes an active part in promoting pupil participation in all areas of school life.

Multicultural Assemblies: Harvest, Hinduism, Christmas, Buddhism, Judaism, Easter, Sikhism and Islam are some of the festivals we celebrate in assemblies throughout the year. All pupils are encouraged to respect and celebrate all. In addition our RE and SMSC curriculum fosters toleration of diversity and equality.

Parent Questionnaire Results July 2018

100% of parents and carers agreed that their child feels safe at school.

100% of parents and carers agreed that their child is happy at school.

100% of parents and carers agreed that there are high expectations for their child to work hard and achieve their potential.

100% of parents and carers agreed that they are happy with the quality of education their child receives.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

We recognise that the public sector equality duty has three aims, to:

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- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected characteristics under the Equality Act (age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

- to develop a whole school approach to promoting spiritual, moral, social and cultural development through appropriate curricula opportunities with particular reference to issues of equality and diversity.
- to ensure our curriculum and learning activities are differentiated according to individual need and that no pupil will be disadvantaged because of their complex physical and or medical needs.
- to maintain our provision, accommodation and resources to a high standard to meet the needs of our diverse cohort of pupils, their families and our other stakeholders.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.