



REDBRIDGE HIGH SCHOOL

**School Policy in Relation to the
Equality Act 2010**

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INTRODUCTION

Redbridge high School is a community special school for pupils aged 11 to 19 with severe learning difficulties or profound and multiple learning difficulties. We are situated on the edge of Liverpool and cater for pupils from across city as well as neighbouring Authorities. The school caters particularly for pupils with severe learning difficulties who have ASD as an additional need. 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 Redbridge School our values are:

- Holding a holistic view of pupils' needs including academic, health, social and emotional. **(Being healthy, safe, enjoying and achieving, economic wellbeing)**
- Maintaining an inclusive environment that promotes equal opportunities and puts pupils at the centre. **(Enjoy and Achieve)**
- Treating all with dignity and respect. **(Being Safe)**
- Working in partnership with parents and links with other agencies. **(Being Healthy and safe)**
- Emphasizing the importance of relationships and rapport with pupils, and recognizing behaviour as communication. **(Being Safe & Enjoying and Achieving)**
- Empowering pupils, by providing skills for life and opportunities for pupil voice thereby developing confidence. **(Economic Wellbeing)**
- Being an outstanding school offering a broad curriculum which encompasses creativity, and a multi-sensory approach to learning. **(Enjoying and Achieving)**
- Celebrating pupils' participation and achievements in a happy, caring and welcoming environment. **(Enjoying and Achieving)**
- Advocating for our pupils both in school and the wider community. **(Contribution to the 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.

Redbridge School will provide outstanding educational provision that will also encompass the holistic needs of pupils, aged 11 – 19 with SLD, PMLD and any additional needs particularly ASD. We will deliver this through a flexible skilled workforce in an inclusive caring environment that has pupils at its centre.

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.

This statement underpins all policies, procedures, and curricular materials of the school.

1. Aims and objectives

- 1.1** 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 and the Race Relations Amendment Act 2000 and the Public Sector Equality Duty 2010, and covers both direct and indirect discrimination.
- 1.2** We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3** We ensure that all pupils have equal access to the full range of educational opportunities we provide in our school.
- 1.4** We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5** We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6** We challenge stereotyping and prejudice whenever it occurs.
- 1.7** We celebrate the cultural diversity of our community and show respect for all minority groups.

1.8 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.

2 Anti-racism (see also section 7)

2.1 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.

2.2 We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

2.3 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.

2.4 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.

3 The Role of Governors

3.1 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.

3.2 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.

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

3.4 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 cultural traditions.

4 The Role of the Headteacher

- 4.1** It is the headteacher's role to implement the school's equal opportunities and anti-racist policy and he is supported by the governing body in so doing.
- 4.2** 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.
- 4.3** 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.
- 4.4** 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 assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 4.5** The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 The Role of the Class Teacher

- 5.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2** 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.
- 5.3** 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.
- 5.4** 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 ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 Monitoring and Review

6.1 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 unfairly treated.

7 PROMOTING RACE EQUALITY

Redbridge High 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 and 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:
 - a) Knowing and following the school's Race Equality Policy.

Monitoring the Policy:

- The Race Equality Policy will be an integral part of the School Development Plan.
- Each year's action plan will specify how the progress and attainment of pupils from ethnic minorities will be audited.
- Subject co-ordinators will check and monitor the schemes of work to ensure policies and the curriculum promote racial equality.
- The Governing Body will ensure when recruiting staff and governors that the principle of the policy are adhered to.
- All incidents of a racial nature will be recorded in the schools incident book and dealt with by the Headteacher.

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 probably involve further individual teaching 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.

8. DEFINITION OF DISABILITY

"Disability is a physical or mental impairment which has a substantial and long term adverse effect on a persons' 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.
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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 and visitors to the school 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 fully 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 maximises access when considering any adaptations or improvements to the 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 for 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 ie Braille for Visually Impaired persons.
- The school provides an audio-visual prospectus.

The plan will be monitored to include information on;

- admissions of pupils.
- exclusions 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 plan will be reported on annually in the School Profile. 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.

9. RECRUITMENT POLICY.

The governing body and the senior leadership team view recruitment, induction and retention of staff as key areas of planning towards on-going school improvement.

The school has been awarded the Investors in People standard for the last 9 years and is committed to maintaining the investment in utilising the standard to assess the quality and effectiveness of its recruitment, induction and on-going professional development procedures and systems.

The school also has a service level agreement with and is a member of the Merseyside SLD schools Network. One of the key functions of the network is to collaboratively provide cost effective bespoke induction activities, training

and professional development for all staff in our schools. 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 Jan. 2007).

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 to shortlisting and interview panels.

Relevance of experience and appropriate qualifications.

The school recruits staff in three main areas;

- Teaching staff
- Learning Support Assistants
- Administration and premises staff.

All teaching posts and senior posts within the administration team will include an interview with the school council.

All teaching posts interviews will also include observation of a lesson within the school usually with the school council drawn from across the age and ability range.

When short listing candidates for teaching posts or Learning Support roles the school will take account of and recognise applicants' previous experience, working with children or adults with learning disabilities, in whatever capacity.

In the case of teaching staff the school recognises that there are 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 i.e. ASD, or PMLD

Induction and ongoing professional development.

All staff new to the school will receive an induction programmes tailored to their role. (See appendix 1 Induction checklist)

All staff will have annual staff 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 towards ongoing 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 Base in which they are working.

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

All newly employed teaching staff who have not already accessed appropriate training will have the opportunity to complete training in behaviour management including training for physical intervention, PECs and TEACCH as soon as is practically possible. External courses are funded to achieve this.

Specific areas of the induction programme will be delivered by the senior teacher responsible for that area of provision. They include, communication, ASD, PMLD provision, behaviour management and manual handling.

Induction on the school ethos safeguarding and professional code of conduct and associated policies and procedures is delivered by the Head teacher.

Teaching support staff and non-teaching staff.

Induction on the school ethos safeguarding and professional code of conduct and associated policies and procedures is delivered by the Head teacher.

Specific training in the school's behaviour management policies, physical intervention and manual handling are delivered by the appropriate senior member of staff as soon as is practically possible.

Support staff will have an opportunity annually to identify development needs and access an annual training event within a Merseyside regional network of

SLD schools that provides a range of specific training opportunities that they can choose from.

All staff access a programme of CPD linked to the priorities within the school development plan.

Administration and site staff will have additional induction needs planned with the School Business Manager.

Delivery of induction.

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 bespoke to the individual member of staff needs.

Associated policies

Please see:
Staff development Policy
Safeguarding Policy
Staff Code of Conduct

10. 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 by involving pupils in the 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 backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive 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 and 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 in definition 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 three specific 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 appreciating different cultures, faiths ethnicities and socio-economic backgrounds.

Integrated across our curriculum are opportunities for discussing issues of identity and diversity.

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. schools Parliament.

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 of different socio-economic statuses, 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

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, 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 Pauls Church.
- Maintaining strong links and multi-agency working between school and other local agencies e.g. 'Team Around the School'.
- Liaison with voluntary community based activities e.g. Fusion, Calder Kids, Everton FC
- Engagement with parents through coffee mornings, parent courses and family liaison work including work supporting attendance.
- Provision of extended services, in particular bringing parents together from different backgrounds through parenting and family support.
- Links with our local community through our D of E programme and regionally through the SLD schools network events.

References

Policy and Legislation

Other Legislation relevant to social cohesion includes:

- Equality Act 2006; and
- 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 – A 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

OUR EQUALITY OBJECTIVES FOR 2016 – 2019

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, sexual orientation, ethnicity, religious belief, or disability.
- Educate all about discrimination and prejudice and promote a harmonious environment.
- Strive for all pupils regardless of ethnicity, gender, social circumstances and disability to achieve the highest possible standards in their learning and make outstanding progress.
- Ensure that the appointment of staff is in line with equal opportunities legislation.
- Ensure that the governing body of the school reflects the community of the school and beyond.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.

Jan.2016

Policy to be reviewed annually in the light of any further guidance or legislation and objectives to be reviewed in 2019