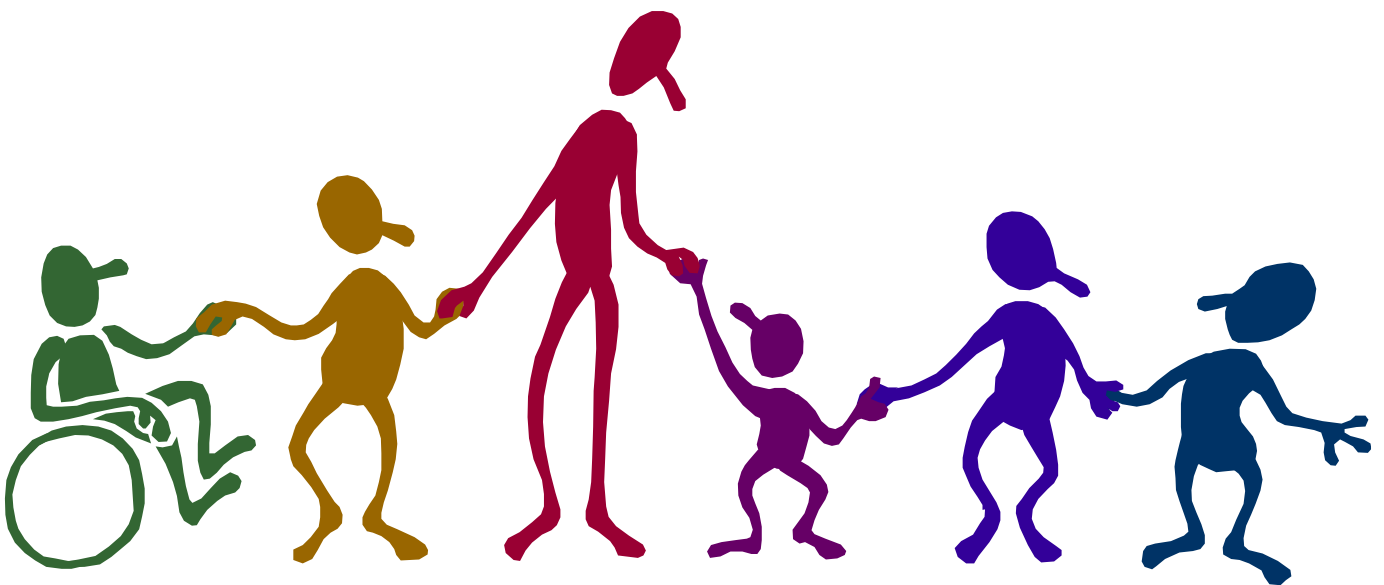


GOLDEN HILL (short stay) SCHOOL

Single Equality Policy 2014 -17



Single Equality Plan

Adapted 9/30/2015

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This policy has been devised in line with LCC guidelines and intends to replace / cover policies for ...

- Race equality policy and action plan
- Disability equality scheme and action plan including accessibility plan (See Appendix)
- Gender equality Scheme and Action Plan
- Equal Opportunities Policy including:
 - Sexual orientation
 - Age
 - Religion or belief
- A strategy for promoting community relations

Statement of Principles

The policy outlines the commitment of the staff, pupils and management committee of Golden Hill (short stay) School to ensure equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity achievement and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The management committee
- Multi agency staff linked to the school
- Visitors to the school
- Students / volunteers

We believe that equality at our school should permeate all aspect of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, values and of equal worth.

At Golden Hill School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective if their gender ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

Our School's Mission Statement

Our mission at Golden Hill is to provide a safe, secure and attractive environment enabling children to enjoy learning and reach their full potential. We endeavor to deliver an inclusive curriculum, which prepares pupils for reintegration into an appropriate school. Through a positive team approach we facilitate change, work towards desirable outcomes of behaviour and develop self-esteem. This should enable pupils to develop into responsible and caring members of the community.

We aim to:

- Provide learning through positive role models
- Give pupils the opportunity to take responsibility for their own learning, behaviour and actions towards others through clear target setting and self evaluation.
- Work with other agencies to develop pupils understanding of the moral, social and cultural differences in the wider community and their place in it.
- Support pupils within group situations to develop their social and co-operative skills
- Provide a differentiated and creative curriculum to match individual needs, giving children wider opportunities for success and which emulates that which is taught in mainstream schools
- Work with pupils, parents, schools and other agencies to aid successful intervention and inclusion of pupils into a school appropriate to their needs.
- Assess pupil progress to identify individual needs and inform future planning.
- Work in partnership with the whole school community including the management committee and parents through an open and honest approach.
- Embrace and celebrate individuals and the school's successes.
- Work within the Behaviour and Care and Control Policies which provide clear routines and consistent expectations.
- Have high expectations of all staff and pupils.

At Golden Hill the whole school fosters an inclusive community ethos.

School in Context

Golden Hill (Short Stay) School is based in Leyland. It is part of the Alternative and Complementary Education and Residential Service (ACERS). Golden Hill has 40 places and serves Districts 6, 7, 8 and 9.

Golden Hill provides educational placements for permanently excluded pupils on the 6th day of their exclusions and also referral intervention placements for pupils at risk of exclusion.

Given the nature of the school to community is constantly changing. The school offers placement for boy boys and girls, the current population is 13% girls.

Golden Hill has predominately white British pupils however a small percentage of pupils from other ethnic groups are represented in school.

All the pupils at Golden Hill have special educational needs. All pupils display social, emotional and behavioral difficulties. In addition pupils may have other conditions such as Autistic Spectrum, Attention Deficit Hyperactivity disorder, moderate learning difficulties, and specific learning difficulties including dyslexia and visual impairment.

There are times throughout the school year where there will be pupils who are in care. Again this depends on the cohort throughout the year. Every pupils is treated as an individual.

Ethos and Atmosphere

At Golden Hill, all staff members demonstrate mutual respect for each other and all members of the school community. An atmosphere of welcome pervades all aspects of school life. All staff members within the school community challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- The Staff
- The Leadership team
- The Management Committee

The policy will be shared on our schools website and be available for parents and carers on request.

Monitoring and Review

Golden Hill is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students through...

- The School Evaluation.
- Reports to the Members Committee.
- Special Educational Needs analysis.
- Attainment analysis
- Achievement analysis

We track and monitor and analyse, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, and ensure that these are analysed by ethnicity, disability, gender, free school meals (FSM). This is then reported in the above documentation.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The management committee receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Golden Hill is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a management committee that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors:

For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

All data that is collected is confidential and no people are named.

We have identified the following issues from the analysis of the data:

- staff data not separated into ethnicity, disability, gender,
- no management committee information has been collected

Due regard is given to the promotion of equality in the School Improvement Plan. **The person responsible for the monitoring and evaluation of the policy and action plan is Allison Collinge, Head Teacher.**

The Head Teacher's role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the members committee on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Learning and Teaching

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

- Provide equality of access for all pupils and prepare them for life in a diverse society
- .- Use materials that reflect a range of cultural backgrounds, without stereotyping
- .- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

Adults in the school will 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 special educational needs and disability. We will 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. Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Golden Hill Short Stay School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality through lessons, whole school meeting, and PSHCE and circle time.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Golden Hill is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Golden Hill is well resourced with a range of resources that include the above criteria. Additional resources are purchased throughout the year to enrich the curriculum and ensure equality and diversity is promoted.

Language

We recognise that it is important at Golden Hill that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity

(e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

At Golden Hill school undertakes to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum.

These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils. All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We recognise that perpetrators may also be victims and require support. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at all key stages where possible. We encourage the career development and aspirations of all school staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils. Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equalities policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership.

However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the Policy and Action Plan.

- Our **Members Committee** will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The **Head Teacher** is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The **Head Teacher** has day-to-day responsibility for co-coordinating the implementation of this policy
- Our **staff** will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All **members of the school community** have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

Golden Hill will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This Policy is a public document will be made available to any interested stakeholder and should be publicised. Stakeholders can request a copy of the policy from the school office. It will be regularly publicised through school newsletters to parents and carers.

Annual Review of Progress

Golden Hill is legally required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan. This annual report will be completed by the Headteacher and reported to the management committee. It will be available for parents/carers on the school website. No pupils will be named and it will be factual and analytical.

This policy has a life span of three years and therefore we will review and revise the school scheme as part of our three-year cycle.

Equality Impact Assessments

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Appendix – Equality Legislation Guidance

What does a school need to do?

(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

RACE

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty

What is it?

The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976. It came into effect from April 2001

Who is covered?

Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

Tackle racial discrimination
Promote equality of opportunity
Promote good relations between persons of different racial groups

Specific duties

From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years. Involve appropriate and diverse stakeholders in developing the policy. Monitoring the impact of the school's policies on pupils' performance and progress. Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

DISABILITY

What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be: substantial (more than minor or trivial), adverse or long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, and facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years. Involve disabled people in the development of the scheme. Set out in their scheme:

- how disabled people have been involved in its preparation
- their arrangements for gathering information on the effect of the school's policies on:
 - the recruitment, development and retention of disabled employees
 - the educational opportunities available to and the achievements of disabled pupils
 - the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
 - the steps the school is going to take to meet the general duty (the

- school's action plan)
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

Specific duties

From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment. Monitor the scheme annually and review it every three years.

Transgender and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

