



Equality and Diversity Procedure & Equality Objectives

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Equality & Diversity Procedure

INTRODUCTION

The Link Primary School is proud of its diverse community of pupils, staff and stakeholders and is committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. This is achieved by making sure our school vision and values are central to all we do and drive our actions and behaviour.

Our Ethos

We link hands to ensure every child is understood so that they will achieve their full potential. We overcome barriers today so that children and parents can look forward to a bright future tomorrow

Our shared ethos enables us to think about and plan for the future of our children with imagination and wisdom.

Our Values

Child centred – We make sure our systems are flexible so that we can meet the needs of each child that steps foot through The Link doorway. Each child drives the Curriculum, Teaching and Learning, Continuing Professional Development and Resources that are needed to ensure success.

Nurturing – We have an emphasis on whole person learning. We see difficulties and barriers as opportunities. We focus on developing quality relationships that will help us build resilience.

Ambitious – We are only satisfied when children receive outstanding provision. We aim to ensure teaching and learning is of the highest quality with a recognition of emerging skills and next steps to ensure pupils reach their potential in all areas.

Team working – Education and therapy staff are integral to The Link provision and bring their heads together to plan, teach and evaluate progress for every individual pupil. We aim to use the most effective strategies and to discover new ones by learning from and inspiring one other.

As used within the OHC&AT Equality and Diversity policy, 'equality' means ensuring everyone is able to participate in all our activities.

'Diversity' acknowledges there are differences between people, which should be recognised, respected and celebrated.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The General Duty

The general equality duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with different protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, belief, sex, sexual orientation).

In carrying out our functions we aim to:

1. Eliminate discrimination by

Making sure systems for good communication and expression of opinion are valued in school. This includes child centred approaches to communication such as intensive interaction and the behaviour ethos that encourages staff to recognise all behaviour as communication.

Formal opportunities for expressing opinions are embedded in the school, including a school council that meets regularly and considers equality objectives as part of their agenda and for staff, a senior leadership open door policy where active listening is the norm.

Ensuring available resources are used to give every child good access to the curriculum and community environments. Using additional grants wisely so that pupils with complex disabilities have the resources they need for equal access.

Ensuring any discrimination is recognised and recorded. Discrimination is challenged for pupils through bespoke interventions that are monitored for impact. This may include the use of comic strip conversations, social stories and in house theory of mind activities.

2. Advance equality of opportunity by

a) Removing or minimising disadvantages

This may include adapting equipment or the environment so that all pupils have equal access; the school's statutory accessibility plan aids this aim.

It also includes strategies that help to narrow any achievement gap. Child centred EHCPs ensure key strengths, barriers and needs are highlighted for pupils and that the most appropriate provision to help pupils overcome barriers are outlined. Provision maps and regular monitoring of these ensure pupils receive the highlighted provision that will best minimise their key disadvantages.

Additional grants, such as the pupil premium are used wisely to get the best impact for pupils that may have additional socio-economic disadvantages on top of their learning disabilities. Regular monitoring from senior leads and governors ensure pupils receive the best possible strategies for their needs.

b) Taking steps to meet different needs

The school has a person centred learning ethos. Pupils are grouped by learning need and ability rather than age in order to ensure high levels of differentiation throughout the day and to make sure pupils receive teaching and strategies for learning that are motivating and effective.

Person centred EHCPs ensure pupils receive bespoke support for protected characteristics that may affect learning even if they are the only pupil in the school that may need a particular strategy.

c) Encourage participation when it is disproportionately low.

The school is data rich. This enables senior staff to identify pupils at risk of any kind of discrimination or pupils that are underachieving so that appropriate interventions can be put into place.

3. Foster good relations across all protected characteristics

The school aims to look positively at difference and celebrate diversity. This is a strength of the spiral PSHE curriculum and Link Priority Curriculum where pupils are encouraged to develop their emotional understanding, regulation and support for others.

Wherever possible diversity is openly celebrated whether that be in the school's disability awareness programme or through the celebration of traditions and festivals from the school's religious traditions.

The curriculum schemes of work always identify an aspect of learning related to a different culture or country so that learning and talking about difference is part of the pupil's everyday experience.

Staff are encouraged to be proud of their differences and heritage and to role model positively for pupils during learning and assemblies.

The Specific Duty

There are two specific duties that the school are required to carry out. These are:

1. To publish information to demonstrate how we are complying with the equality duty, at least annually;
2. To prepare and publish one or more specific and measurable equality objectives at least every four years.

Link Primary Equality Objectives

Equality objectives are designed to ensure that everyone in the school community is able to participate and that differences are recognised, respected and celebrated.

Disability

Quality provision maps will be formulated and monitored termly to ensure pupils are receiving the best strategies and at the right timing and level to help them overcome their main barriers to learning.

The "Pictures of Me" strategy will be embedded in the school PSHE curriculum so that pupils are able to understand the strengths and barriers presented by their personal disability and know who and what can support them to reach their full potential.

A personalised curriculum and learning space will be offered to pupils whose disability causes them not to be able to function or learn within a classroom setting so that their anxieties are reduced enough to be able to form positive relationships with others and to learn.

Race, religion and belief

Appropriate spaces within school will be allocated during the day for staff to practise their religious or personal beliefs. This will be known, shared and accepted by all.

The strong diversity of race, religion and belief in the school will be promoted by ensuring staff are used to role model their practises if they desire through relevant parts of the curriculum and in assemblies.

Transgender

Staff will receive training on transgender issues and gender reassignment so that they have a good understanding of how to support a child whose sense of personal identity does not correspond with their birth sex.

All Protected characteristics

The senior leadership team will provide additional support to families through regular phone calls or face to face meetings if monitoring shows that an achievement gap may be due to a protected characteristic.

Equality Objectives Formulated: Summer 2018

RELATED POLICIES AND PROCEDURES

Equality and Diversity Policy

Positive Behaviour Policy (Academies)

Curriculum Policy (Local)

Relationships and Sex Education Policy (Academies)

SEND Policy

Accessibility Plan