



Equality and Diversity Procedure & Equality Objectives

*Written by: Sandy Turner
Approved by: Local Governing body
Date this version approved: June 2020
Date for review: June 2021*

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

A plan for the upgrade of the main playground will be devised to include large play equipment for children in the school that have higher level sensory and cognitive needs so that they have equal access to appropriate play experiences for their needs. **The new plans for the playground have been formulated carefully with a range of stakeholders with the**

wide array of social and sensory integration needs of the students in mind. The work is due to be completed in the Summer holiday 21 ready for use by the children in the new academic year.

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. A personalised curriculum has been provided for all of our pupils with ASD and a demand avoidant profile. Two other pupils within the main school have also been provided with a personalised curriculum this year and this has meant that we have been able to maintain placement.

Zones of regulation will be so embedded in school practice that it will be used well to help children understand differences related to emotional and sensory regulation amongst their peers. This will result in children being able to empathise with others when they share similar experiences and for the most able children will enable them to empathise even when the situation lies outside of their own experience. There have been many opportunities to develop this deeper level of perspective amongst pupils due to the emotional effects of the Covid pandemic. The Zones of regulation have given teachers a tool to respond to and help children understand their reactions and other people's reactions to the stresses of the control measures that have been put in place to keep everyone as safe as possible.

Race, religion and belief

Literacy resources and the use of symbols on the school symwrite programme will reflect the diverse ethnic groups at the school. This target will be continued to next year's Equality objectives.

The "Spiritual Development" target within the Link Priorities will be monitored well to ensure that the children are encouraged to speak about and show their thoughts around this area of development and that this will become a natural part of their school experience. This target will be continued to next year's Equality objectives.

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. This target will be continued to next year's Equality objectives.

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. The contextualised graduated support plan for parents is regularly monitored with children and families requiring additional support through the year being moved into the more bespoke offer as necessary. This has been particularly important over the last year as the Covid pandemic as added to the stress levels that families are already under due to managing the needs of a child with additional needs or complex disabilities. The fact that the majority of families have managed to overcome additional stresses well is in part a result of the contextualised plan.

Equality Objectives Formulated: Summer 2020 **Evaluated Summer 21**

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