

St. Peter's Centre

Medical Short Stay School



Equalities Policy

Reviewed: March 2020

Introduction

We welcome our duties under the Equality Act 2010, and believe that all pupils and members of staff should have the opportunity to fulfil their full potential regardless of background, identity and circumstance. We are committed to creating a school community that recognises and celebrates difference within a culture of respect and cooperation.

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

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, ethnicity, 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

SPC is a 12 FTE Medical PRU for children with medical needs. The Centre is based in a converted youth centre building in a residential area. Learners at the Centre have a variety of medical needs which prevent them from attending mainstream school. These needs may be physical or emotional. Pupils at the Centre are often vulnerable young people, and staff always work to fulfil our mission statement "Working together to nurture and challenge".

The majority of our pupils attend daily and are brought to the Centre in taxis or by their parents.

Staff and members of the Management Committee acknowledge that SPC is part of a multi-cultural, diverse society and pledge to meet the needs of all staff and pupils whatever their disability, racial

origin, colour, religion, gender or sexual orientation. All members of the Centre community, including parents, carers and those with disabilities, are considered to be of equal value.

At SPC we aim to create a welcoming and safe environment in which to learn. Teachers and staff will actively challenge any assumptions, attitudes, behaviour or practice that threatens this ethos. Every pupil is an individual; each has the ability to be creative; all need to succeed. We try to meet the individual needs of young people by fostering a caring environment and emphasising the social, emotional, physical and intellectual development of each pupil. We are committed to giving all our pupils every opportunity to achieve high standards. We do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality where it exists. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes towards all people.

Principles

Equality of opportunity at St. Peter's is about providing equality for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the centre's community - pupils, staff, management committee and parents. It is based on the following core values:

- Empathy
- Respect
- Empowerment
- Integrity
- Inclusivity

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 staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour
- Our partnership working with parents and carers
- Our contact with the wider school community

Rationale

This policy outlines the commitment of the staff and members of the Management Committee at St. Peter's Centre to ensure that 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 pupils in the

school and celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Members of the Management Committee
- Multi-agency partners
- Visitors to the school

We believe that equality at our school should permeate all aspects 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, valued and of equal worth.

At St. Peter's Centre, equality is a key principle for treating all people equally, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation

Monitoring and review

Equality is identified as an area requiring careful and ongoing monitoring and due regard is given to all aspects of equality. The person on the staff responsible for co-ordinating the monitoring and evaluation is the Head. She will be responsible for:

- leading discussions, arranging training, keeping staff updated in staff briefings, which will include support to discuss equalities within the school community.
- supporting positively the evaluation activities that moderate the impact and success of the policy

Roles and Responsibilities

St. Peter's is a small Centre with a small staff. The Disability Equality Scheme is introduced to all new staff at their induction and all staff are aware of, and up to date with the policy.

Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups. We make regular assessments of pupils' learning and use this information to track pupils' progress. 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.

Promoting Equality through the curriculum

We aim to provide all our pupils with the opportunity to succeed and achieve.

To do this teaching and learning will:

- ensure quality 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
- 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
- ensure that the PSHE curriculum covers issues of equalities, diversity, religion, human rights and inclusion
- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that involve all student groupings
- 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 that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All are encouraged to improve their own achievements and not to measure themselves against others. Parents are also encouraged to view their children's achievements in this light. To secure the desired outcomes we recognise that:

- teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the school will try to 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 aim to meet all pupils' learning needs, including that of the more able, by carefully assessed and administered programmes of work (see SEND policy)
- the school must provide an environment in which all our young people have equal access to all facilities and resources
- all pupils are to be 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 students

Curriculum

We aim to ensure that our:

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all students have access to an appropriate curriculum that meets their needs by taking into account their cultural and lifestyle backgrounds, their linguistic needs and their learning styles
- All students have access to qualifications which recognise attainment and achievement and promote progression

Ethos and Atmosphere

At St. Peter's Centre we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community

- There should be inclusive atmosphere which welcomes everyone to the school
- The young people 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; they are monitored frequently
- Provision is made to cater for the spiritual needs of all the young people through planning PSHE time, as well as within the curriculum

Resources and Materials

The provision of good quality resources and materials within the school is a high priority.

These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society"
- Reflect a variety of viewpoints
- Show positive images of males and females in society, including people with disabilities
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of the school community and consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Policies

This policy should be read in conjunction with the following:

Racial Equality Plan

Accessibility Plan

Behaviour

Anti-Bullying

Special Educational Needs

Safeguarding