

Saxon Wood School



Equalities Policy (Including Equalities information and objectives)

“Where learning has no limits”

Date revised: July 2022
Headteacher: Jakki Alexander
Chair of Governors: Wendy Morgan
Date for review: July 2023 (or sooner if required) *Equality information updated and published at least every year. Equality Objectives at least every 4 years .

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

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

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

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 with regard 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

Saxon Wood is a small special primary school for children with physical difficulties and associated medical and learning needs and a range of special educational needs (APN is 44).

Our catchment area and pupil destinations at Y6 cover a wide geographical area: Basingstoke, Andover, Farnborough, Alton, Odiham, Winchester and the villages in between.

Our Nursery (5 mornings a week) provide an assessment period in which therapy interventions and academic assessments take place. We commence the EHCP process in R-1. The majority of pupils will remain with us but some may be referred to mainstream or other special school placements.

The core focus of the school is on meeting, through the curriculum, the learning, well-being, communication, physical and independence needs of our pupils.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

- All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status

- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

- We recognise and respect difference

- We recognise that treating people equally does not necessarily involve treating them all the same.

- We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:
 - Disability – we note that reasonable adjustments may need to be made
 - Gender (including transgender) – we recognise that girls and boys, men and women have different needs
 - Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
 - Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
 - Age – we value the diversity in age of staff, parents and carers
 - Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
 - Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
 - Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
 - We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

- We observe good equalities practice in relation to staff

- We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights,

taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

- We aim to reduce and remove inequalities and barriers that already exist
- We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.
- We aim to foster greater community cohesion
- We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.
- We maintain and publish information annually to show our compliance with the Public Sector Equality Duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.
- We set ourselves specific and measurable equality objectives
- We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).
- The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.
- We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

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 admissions and attendance
- 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, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head Teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs.

Appendix A

Saxon Wood School

EQUALITIES INFORMATION

DATE OF PUBLICATION JULY 202

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- Identified evidence of equality we already have within policies and practice and identified gaps.
- Examined how we engage with the protected groups, identifying where practice could be improved.

Report

Saxon Wood is a special primary school for children with Special Educational Needs and Disabilities. We have 43 pupils on roll.

Saxon Wood Vision Statement

Saxon Wood School strives to provide rich, creative, challenging and stimulating educational opportunities for all within a safe, healthy, happy, caring and inclusive environment. There is a strong family ethos where everyone is valued for their individual contribution irrespective of gender, ethnicity, ability, or age. The importance of working in partnership with parents, other professionals and the wider community is recognised. Saxon Wood sets

high but realistic expectations for all and encourages everyone to discover the joy of learning so that they may thrive, gain independence and be given every opportunity to achieve their full potential.

Saxon Wood Aims

Saxon Wood aims to:

- Provide equality of opportunity for all.
- Make a broad, balanced and relevant curriculum accessible to all pupils.
- Provide and develop a range of teaching approaches, which recognise different learning styles.
- Set learning goals suitably differentiated to meet individual needs.
- Provide the additional specialist help needed to enable pupils to become as independent as possible.
- Recognise, acknowledge, support and develop individual communication skills.
- Develop enthusiastic, active learners by providing challenging experiences to promote the joy of discovery.
- Develop self-learning and interaction skills via free or structured play.
- Build relationships based on mutual respect.
- Encourage pupils to manage their own behaviour appropriately.
- Equip pupils with information on which to make safe and healthy choices.
- Encourage parents to be involved in their child's learning and school life.
- Work collaboratively with other professionals and members of the wider school community.
- Prepare pupils to take their place in society as respected and valued individuals.

Saxon Wood Equality Objectives

1. To promote spiritual, moral, social and cultural development through the curriculum with particular reference to issues of equality and diversity.
2. To promote equality and diversity in local schools through collaborative working.

School data

Gender makeup of the school
44 pupils in the school of which 25 are boys and 18 are girls
Class Teacher Awards
Silver awards are given out weekly in assembly for pupil for academic, personal and social achievements. Each class will award at least one pupil but there is no cap on the number of certificates awarded.
Head Teacher Award
A Gold Award is given to pupils for exceptional work and achievement. As part of the reward they are invited to a head teacher's tea party at the end of each term.
School Council

Each class nominates a representative for the school council. The council puts forward suggestions for activities and school improvement. They take part in meeting and showing prospective teaching candidates around the school.

Multicultural week

A yearly event which celebrates other cultures in addition to our curriculum and assembly multicultural topics.

Multicultural assemblies

Chinese New Year, Divali, Easter, Holi are just some examples of the festivals we celebrate in assemblies throughout the year. In addition our RE and PSHE curriculum foster toleration of diversity and equality.

Appendix B

Saxon Wood School

EQUALITY OBJECTIVE(S)

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

4. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
5. Advance equality of opportunity between people who share a protected characteristic and those who do not.
6. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

Objective 1: To promote spiritual, moral, social and cultural development through the curriculum with particular reference to issues of equality and diversity.

Objective 2: To promote equality and diversity in local schools through collaborative working.

