



Equality Policy

Date of next review: **January 2023**

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
09.08.22	Headteacher	Change of format - new logo added; numbering added to paragraphs	09.08.22

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Introduction

At Prospect School, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

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 students, 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

Each Key Stage follows a PSHCE/RSE scheme of work, which is divided into developmental stages. All stages have areas to be covered, and are divided up into curriculum plans into the following categories:

- Families
- Respectful Relationships, including friendships
- Online and Media
- Being Safe

Intimate and Sexual Relationships, including sexual 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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (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

Prospect School is a specialist provision providing day education for students aged 11-16 years old with social, emotional and mental health (SEMH) needs. A number of our students also have a range of additional needs which include attachment disorder, attention deficit and hyperactivity disorder (ADHD) and autistic spectrum conditions (ASC). All students at Prospect School have an EHCP.

We support the long-term personal and academic achievements of our students which builds self-esteem and gives them the confidence to face new challenges. Students' needs are met in a small,

nurturing environment with a highly differentiated curriculum and exceptional student-staff relationships.

At Prospect School, students and their families are welcomed into our community as individuals. Every aspect of their needs is considered by a large team of skilled and experienced professionals. Every student is cared for and cherished until, and often beyond, their very last day on our roll, wherever they are.

1. Modelling Reporting bullying – roles and responsibilities

1.0.1. Students have a responsibility to:

1.1. All students, families and staff are of equal value

1.1.1. We see all students, potential students, their parents/carers and staff as equal:

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

1.2. We recognise and respect difference

1.2.1. 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 students may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate 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.

- Marriage and civil partnership – 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.

1.3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

1.3.1. 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

1.4. We observe good equalities practice in relation to staff

1.4.1. 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).

1.5. We aim to reduce and remove inequalities and barriers that already exist

1.5.1. 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.

1.6. We consult and involve to ensure views are heard

1.6.1. In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed at ‘Student Voice’ meetings; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

1.7. We aim to foster greater community cohesion

1.7.1. We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

1.8. We base our practices on sound evidence

1.8.1. 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.

1.9. We set ourselves specific and measurable equality objectives

- 1.9.1. 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).
- 1.9.2. The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.
- 1.9.3. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

2. Application of the principles within this policy statement:

- 2.1. 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 student 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 students, their families and staff
 - Our policies and practice in relation to student behaviour, discipline and exclusions
 - Our partnership working with parents and carers
 - Our contact with the wider school community

3. Addressing prejudice and prejudice-related bullying

- 3.1. 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 students are recorded and dealt with appropriately.

4. Roles and responsibilities

- 4.1. 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.
- 4.2. The Headteacher 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.
- 4.3. 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 students in their class who have additional needs

Appendix A: Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- 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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, students, parents/carers and others in the following ways:

We have embedded identity, diversity and equality into the policies, practices and curriculum at Prospect School, creating an environment where teaching and learning experiences are inclusive and strive proactively to eliminate discrimination, promote equality of opportunity and foster good relations between people; while ensuring that the school's values and ethos preserves, reflects respond to and above all respects the identity and diversity of all students and the wider school community.

We have extended and developed our PHSCE curriculum to encourage our students to recognise and celebrate diversity at school and in their community, focusing on the benefits of living in a diverse society.

We have introduced a 'Student Voice' body and forums for tutors and support staff, creating space for discussion and a process to engage and listen to the student voice and staff feedback, in order to create a culture in which it is normal for students to cooperatively shape their learning, and for staff to contribute openly to progressive decision making, encouraging reflection and strengthening our school community.

We are in regular contact with parents/carers, encouraging their proactive involvement, not only in their child's experience of education, but also listening to their views and opinions as we develop and strengthen our practices and procedures.

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

To ensure the school's commitment to equality is evident in its strategic development, planning, operations, promotion and self-review, in order to achieve inclusivity and cohesion across all year groups and throughout our extended community.

Objective 2:

To further develop work to challenge racism and homophobia through the curriculum and wider strategies.

Objective 3:

To ensure that the appointment of staff is in accordance with equal opportunities legislation.