



School Single Equalities Policy and Action Plan

Ivel Valley School

Ivel Valley is an area special school which aims to provide high quality education for pupils with a wide range of learning disabilities – complex, severe and moderate difficulties and pupils with autistic spectrum disorder. The school operates across 6 sites and as of September 2015 has 147 on role.

Statement/Principles

This single Equality Policy brings together the school's approach for promoting equality in our policies and procedures and most importantly in our day-to-day practices and interactions with the whole school community.

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 Ivel Valley school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). We are committed to creating a school community that recognises and celebrates differences within a culture of respect and co-operation.

This policy has been drawn up as a result of representative views of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community through the school's website.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Audrey Webb.

This person will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is Ronnie White
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance

- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.
- That our curriculum promotes links with local organisations where men and women fulfil similar roles
- Community cohesion is promoted through the curriculum
- That we use the curriculum and teaching to enhance self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil his or her potential

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of the nature of their special education need, age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to set challenging targets based on individual achievement
- Contextual data will be used to improve the support we provide to individuals and groups.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.
- A range of communication methods will be used throughout the school to allow all pupils to have a 'voice'
- The school use teaching and learning styles which are inclusive and reflect the needs of our pupils
- Staff are trained in relation to working with people who have learning difficulties, Autism, behavioural difficulties and social and communication difficulties

Promoting Equality: The ethos and culture of the school

- At Ivel Valley School, 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;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to treat others with friendliness and respect;
- We challenge any racist, sexist or discriminatory language and attitudes
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Where possible, adjustments will be made to ensure access for pupils, staff, parents and visitors with disabilities so that they can access all activities within school life.
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;

- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

We are committed to the implementation of equal opportunities and active promotion of equality in all aspects of staffing and employment. Therefore:

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff are made aware of the school website which contains the equality policy.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.
- We consider equality aspects where appropriate when changing staff structures or allocating responsibilities to ensure decisions are not discriminatory.

Promoting Equality: Countering and Challenging Harassment and Bullying

Discrimination, bullying and harassment on any account is unacceptable and will not be tolerated within the school community.

- The school challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Ivel Valley School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through home/ school books, parent forums, annual reviews to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils of all backgrounds e.g. EAL, Gypsy, Roma and Traveller of parents/ carers of pupils with disabilities are made to feel welcome.
 - To actively involve and support parents and carers in supporting their child' education

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school is fully inclusive and responsive to the needs of the pupils and staff
- The school's equalities policy is maintained and updated regularly and that the actions procedures and strategies related to the policy are implemented; ,
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation, communication and monitoring of the equality policy and schemes;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;

- Taking appropriate action in response to any prejudice-related incidents.
- Monitoring the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Ensuring all pupils and other staff are treated fairly, equally and with respect
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Highlighting to the SLT any staff training or development they require to carry out the above roles and responsibilities

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community and used to improve our practice

Raising awareness of this Policy

We recognise that our policy is a public document that should be available to any interested stakeholder. We will promote and publish our policy by:

Placing it on the school website

Raise awareness of the policy and plan through the schools newsletter

Staff induction and meetings

Single Equality Scheme Action Plan

Equality Strand	Planned Outcome	Planned Actions	Timescale	To be Actioned By	Success Indicators	Monitored By
All	All staff are aware of the Single Equality Policy and Plan and are aware of their responsibilities	Publish and promote the policy and plan through the school website, newsletters, inductions and meetings	ongoing	Assistant Heads (AH)	Staff and stakeholders aware of the plan	Headteacher (HT) Governors
All	All pupils will make progress regardless of race, gender or SEN category	Monitor and analysis of pupils achievement by race, gender, SEN category and identify actions for intervention	ongoing	Deputy Head (DH)	Data analysis will show progress trends and any actions needed	HT Governors
All	Race equality, ethnic and cultural diversity are promoted and racism and discrimination are challenged through learning in all areas of the curriculum.	Review our collective worship policy Audit resources to ensure they reflect diversity and equality	ongoing	D.Hill Key Stage Leaders Teachers	Resources will reflect diversity and equality Collective worship policy will be updated	Assistant Heads
All	Termly create days will promote role models and heroes that young people positively identify with, which reflects school's diversity in terms of race, religion, gender and disability	When planning termly create days, specific attention will be given to ensuring the planned outcome is achieved	1 x termly	Staff leading create day	Create days will display positive role models	R.Ellison
All	Pupils will have opportunity to make contributions to the	School council representation monitored by race, gender and disability	Established by Oct 2014 then	A.Webb	School council will be holding regular, effective	Governors

	school's development and life of the school	Pupil voice	ongoing		meetings and will reflect the diversity of the school	
disability	Multi-agencies will work effectively together to meet the needs of the pupils	Staff will work effectively alongside multi-agencies teams (VI, SALT, HI, CAMHS, nurse etc)	ongoing	teachers	Professionals from other agencies will work collaboratively in school	SMT
All	Displays around the school will recognise and represent the talents of pupils and reflect the schools population in terms of need, gender, ethnicity and race	Teachers to ensure displays include pupils of both genders and from different culture backgrounds. Teachers to ensure talents within the school are on display	ongoing	teachers	Displays reflect talents of the pupils	Head of sites
Race	All racist incidents are dealt with effectively	The HT/ governing body will use the data to assess the impact of the school's response to the incidents	Reporting to governing body on termly basis	HT/ governors	Staff are aware of and respond to racist incidents	governors
Community cohesion	Increase pupils awareness and understanding of different communities	Cultural events throughout the year will be celebrated e.g. Eid, Diwali, Christmas	ongoing	R.E. co-ordinator	Increased awareness of different communities	Assistant Head
All	All applicants have an equal opportunity regarding employment into the school	Monitor staff recruitment and retention procedures to ensure equality of opportunity for all	annually	Governing body	Staff recruitment reflect diversity	Governing body
	Monitor promotion procedures to ensure	At governor body meetings	annually	Governing body	All applicants have an equal	Governing body- pay

	equality of opportunity for all				opportunity regarding promotion within the school	committee
Disability	All adults (parents and staff) needs are catered for to	Consider all adults needs e.g. poor eyesight, hearing impaired, poor literacy and respond appropriately	ongoing	SMT and Teachers	Parents and staff with individual needs are sensitively assisted and met	Governing body
disability	Staff have knowledge about every child's individual needs before pupils begin in their class	Continue to liaise with school from which pupil is transferring. Liaise with Early Years Support service	Transition meetings prior to point of transition	Transitions co-ordinator	Appropriate, differentiated and adequate provision will be in place for each pupil	Transitions co-ordinator
disability	Pupil with special dietary needs are catered for in school	List of pupils who have special dietary requirements are held by school kitchen and class staff	School meals service Teachers	Termly in place	List of pupils with dietary requirements can be found in school kitchen	Assistant Head
gender	Out of School Activities encourage participation regardless of gender	Out of school activities to promote ideal that anyone can participate regardless of gender	After school staff	ongoing		After School Club manager
race	Language needs of all parents and staff will be met	Ensure that we ask for all staff/ parents/ carers language needs when joining school and cater for how they would like to receive information	Office staff Class teachers	When joining the school	School will communicate with parents/ carers in a variety of ways where needed	Assistant head