



Archers Brook SEMH Residential School
Diversity & Equality of Opportunity Policy

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives (required from 5 April 2012), and then periodically updated (chapter 5 of the guidance below gives full details).
- It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the recent consultation on implementation and approach, this duty was introduced in September 2012.

The School Context

We at Archers Brook School are committed to equal opportunities for all and we support the Borough Equal Opportunities Policy.

Every individual (teaching and ancillary staff, governors, parents and pupils) whatever colour, culture, religion, gender, age or ability must be given equal access to all opportunities within our school and all, therefore, are bound by our school Equal Opportunities Policy.

We aim to ensure that every individual feels equally valued, safe and secure within the school environment and through the general ethos promoted at Archers Brook School and with regard of the law. Any behaviour which destroys this security or threatens to devalue a person for reasons of colour, culture, religion, gender, or ability is totally unacceptable. As a school for pupils with SEMH and complex communication needs we must also acknowledge that whilst upholding this right to feel equally valued, safe and secure within our environment and having regard of the law, the governing body and SLT will be able to support each case on its individual merit in accordance with the context of a pupils need.

We acknowledge and recognise that our pupils at Archers Brook School come from a community which has a great richness of cultural diversity and language; we value the positive experiences that pupils from such a community bring with them to our School.

We aim to prepare all pupils for a successful life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic origins. It is important for all pupils to accept and respect the ideas, feelings and life styles of people from cultures different from their own.

Aims and Values

Archers Brook School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Archers Brook School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our pupils can flourish and achieve.
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.

- Prepare pupils for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity and actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.
- Ensure we work together to safeguard against all forms of harassment, bullying and harm, including FGM.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is disadvantaged.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

Leadership, Management and Governance

The Leadership Team will be seen to be and actively promote equality, delivering inclusion and eliminating discrimination by:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families and the wider community to establish, promote and disseminate inclusive practices and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the School complies with equality legislation.
- Meet requirements to monitor equality in all schemes of work (may be done via learning walks, for example).
- Ensure that the School's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Scrutinise the recording and reporting procedures at least annually.
- Set an admissions policy, which is fair and equitable in its treatment of all groups.
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- Implement the Equality and Diversity Policy and its strategies and procedures.
- Ensure that all staff receive appropriate and relevant continuous professional development in relation to equality and diversity.
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying.
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- Produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the School for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age or sexual orientation.

- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Community Cohesion

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging.
- Developing an appreciation of the diversity of people's backgrounds and circumstances.
- Creating opportunities for all learners to achieve their potential.
- Building strong and positive relationships.
- Engagement and extended services:
 - We have good links with other schools, locally and regionally.
 - Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities.
 - Learners have a strong voice and opportunities to take responsibility through our Pupil Leadership groups.
 - We engage parents through a range of activities, consultation evenings and focus groups. Our pastoral system works with the EWO service, to improve children's attendance
 - We have strong links with external agencies including social services, the EWO service, the health service and police.
 - Multi-agency working with voluntary agencies and the private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.
 - Relevant signposting to other agencies in the community.
 - Raising awareness in the community about the range of services available at school.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Archers Brook School are considering all aspects of diversity and equality in this comprehensive policy.

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with impact assessment built in to monitor the success of each activity.

- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.) The data collected is used to inform further school planning, target-setting and decision making.

**APPENDIX 1
ARCHERS BROOK SEMH RESIDENTIAL SCHOOL
RACIST INCIDENT RECORDING SHEET**

<p>Date of Incident:</p> <p>Place incident occurred:</p> <p>Member of staff/pupil/parent/carer reporting (not recording) incident (please specify status):</p>
<p>Name/s of victim/s:</p> <p>Class: _____ Year: _____</p> <p>Gender: M _____ F _____</p> <p>Please circle. If there is more than one victim, please put the numbers next to the circle.</p> <p>Ethnic background: Please specify</p>
<p>Name/s of perpetrator/s:</p> <p>Class: _____ Year: _____</p> <p>Ethnic background: Please specify</p>
<p>Type of incident: select one only by circling appropriate reason</p> <ul style="list-style-type: none">• Physical assault• Threatening behaviour: (jostling, gestures, damage to personal property)• Verbal abuse (direct): (name calling, insults and racist jokes)• Verbal abuse (indirect): ridiculing somebody because of their cultural differences (e.g. dress, food, faith, music)• Racist graffiti• Wearing racist badges or insignia (or similar provocative behaviour)• Incitement of others to behave in a racist way (e.g. bringing racist material into school)• Racist comments in the course of discussions in lessons• Attempts to recruit to racist organisations or groups• Refusal to co-operate with the other people (e.g. because of their colour, ethnicity, language, accent etc)• Other (please specify)

Details of Incident: (including views of those involved and events leading up to incident)

Please attach any written pupil statements

Actions Taken: Victim/s

Member/s of staff involved

Action Taken: Perpetrator/s

Member/s of staff involved

Reporting (Please circle as appropriate)

Victim's parents/carers contacted	Y	N	Date
Perpetrator's parents/carers contacted	Y	N	Date
Governing Body notified	Y	N	Date
Other Staff informed	Y	N	Date
Local Education Authority notified	Y	N	Date
Police notified	Y	N	Date
Other agencies involved	Y	N	Date

Details recorded by:

Position:

Signature:

Date:

Headteacher's signature:

Date:

Signed:
Mrs Myers-Whittaker
Headteacher

Date:

Signed:
Mrs J Williams
Chair of Governors

Date: