



East Specialist Inclusive Learning Centre (SILC) John Jamieson School

Equality Diversity and Inclusion Policy

Review Date:	March 2024	Next Review Date:	March 2026
Governing Board Committee Purview:	Resources		
Frequency of Review:	Biennially		

At the East SILC, we:

- Provide a safe, happy environment which supports the learning of every pupil.
- Provide a broad, balanced curriculum which is relevant and differentiated to meet the needs of the individual.
- Write Individual Learning Pathway Plans and Behaviour Programmes (where necessary), which are shared with parents/carers and revised regularly throughout the year.
- Communicate information using home-school books, diaries, letters and newsletters, an internet-based Learning Platform or using parents/carers preferred form of communication.
- Offer regular consultations to discuss pupil progress in addition to a pupil's School Report, EHCP and Transition meetings.
- Work with Children's Services to ensure the provision of safe and efficient transport, if required.
- Continue to extend mainstream opportunities for inclusion across the key stages.
- Continue to extend work-related learning experiences for older pupils.

Values, Aims and Ethos

Our ethos and values are at the core of everything we do.

Aims

We aim to enhance educational, physical, personal and spiritual development and well-being, by taking into account the individual needs of all pupils in the school environment. By working together as a multi-disciplinary team, the school aims to provide a holistic approach to learning.

Mission Statement/ Ethos

Personalised pathways to successful learning and continuous achievement.

Core Values

At the East SILC we believe that 'Every Day is a Chance to SUCCEED'. We provide a bespoke system that underpins and runs throughout our core values for staff, pupils and all stakeholders.

- S Support – Support and provide opportunities for all pupils and staff members to maximise their potential.
- U Understanding – Understand the individual needs of all our pupils.
- C Compassion – Awareness, kindness and providing positivity for self-worth.
- C Commitment – Commitment to the learning and growth of all staff through Professional Development and delivering a personalised learning experience for all pupils.
- E Empathy – To understand or feel what another person is experiencing.
- E Enjoyment – Exciting and meaningful learning and enthusiasm for work.
- D Dignity – Respecting feelings, cultures and values and treat each other as individuals. We promote the right to feel valued and respected.

DEFINITION OF EQUALITY

East SILC has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

‘An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people’s different needs, situations and goals and removes the barriers that limit what people can do and can be’

This policy covers the provisions of the Equality Act which became law in October 2010. As an employer, our obligations remain largely the same. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

The school is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

At the East SILC, equality means treating everyone with equal dignity and worth and valuing their particular characteristics. Equality means that pupils, prospective pupils, their parents and carers and employees or prospective employees will not be discriminated against or treated less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Provide a learning environment where all pupils feel a sense of belonging
- Prepare pupils for life in a diverse society
- 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; actively challenge discrimination and disadvantage

Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives

The Assistant Head Emily Cullum will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to Governors
- Identify any staff training needs, and deliver training as necessary

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of school for any type of harassment and bullying
- Deal effectively with all incidents from overt name calling to the subtler 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, ethnicity, gender, gender identity, religion, age and 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.
- Staff will be familiar with the policy which will be reflected in all induction and staff training and development activities.
- Staff are expected to promote the principles of the Equality Policy throughout school
- Staff will ensure that all their interactions with pupils, their parents and carers and colleagues will reflect the principles on which the policy is based.

Visitors

- Will be treated in accordance with the principles of the Equality Policy
- Will be expected to behave in accordance with the principles of the Equality Policy and will be reminded of these through the website, signage, displays, etc.

Pupils and Students

- Will learn about the principles of the Equality Policy through curricular and extra-curricular activities, behaviour policies and practice of the school and through the positive behaviour of all adult role models.

Parents / Carers

- Will be made aware of the principles of the Equality Policy through regular communication from the school either in relation to the school in general or their child individually. There is a copy of the Equality Policy on the school website.
- Will be expected to behave within school in accordance with the principles of the Equality Policy.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school visits and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

RESOURCES AND EQUIPMENT

Education resources and equipment will reflect our commitment to a curriculum that positively reflects the principles of the Equality Policy and will include access to the full range of issues and ideas.

CONTINUED PROFESSIONAL DEVELOPMENT

Specific training on understanding the principles of equality and how to translate these into action will be offered and undertaken where there is an identified need for all staff, groups of staff or individual members of staff.

MONITORING, EVALUATION & REVIEW

The school measures pupil progress and has a system of data analysis to identify progress for pupils at each key stage level, between, girls and boys, between learners for whom the school is in receipt or not in receipt of pupil premium, between looked after and non-looked after children. Where data analysis indicates differences in progress for learners by gender, ethnicity or any other defining factor this will be an indicator for further investigation to identify what action, if any needs to be taken to redress the balance.

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.