

## **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 (SW) is a small special primary school for children with physical difficulties and associated medical and learning needs (APN 34).

SW is the only maintained school in Hampshire dealing solely with pupils who have PD as their primary need.

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 Pre Nursery (one morning a week) and 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 consult and involve to ensure views are heard
- In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by the School Council; for parents, through Parent Governor representation and for staff, through Staff Governor representation. Where necessary, we will consult more widely with specific groups.
- 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 base our practices on sound evidence
- 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.

Date approved by the Governing Body: 29<sup>th</sup> March 2012

Date for policy review: 2016

## **Saxon Wood School**

### **EQUALITIES INFORMATION**

**DATE OF PUBLICATION June 2015**

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 physical disabilities. Many have associated learning difficulties. We have 36 pupils on role.

### **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 2012

- To promote spiritual, moral, social and cultural development through appropriate curricula opportunities with particular reference to issues of equality and diversity.
- To promote equality and diversity in local schools through collaborative working.

## School data

<b>Gender makeup of the school</b> 37 pupils in the school of which 26 (57%) are boys and 11 (43%) are girls.
<b>Class Teacher Awards</b> 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.
<b>Head Teacher Award</b> 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.
<b>School Council</b> 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.
<b>Multicultural week</b> A yearly event which celebrates other cultures in addition to our curriculum and assembly multicultural topics.
<b>Multicultural assemblies</b> 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.

**Policies available on request**

Saxon Wood School Equality Policy

Curriculum Policy

Staff Development Policy

PHSE Policy

RE Policy



Parental views

**Saxon Wood School parents/carers questionnaire Results 2016 (11 replies)**

1	How satisfied are you with the welcome you receive when you contact the school? Dissatisfied                      Satisfied                      Very Satisfied 100%
2	How satisfied are you with the frequency and quality of communication provided by the school? Dissatisfied                      Satisfied      28%                      Very Satisfied 72%
3	How satisfied are you with the opportunities for parents and carers to come into school? Dissatisfied      10%      Satisfied              18%                      Very Satisfied 72% Are you aware of the Friends of Saxon Wood Association      Yes 90%      No 0%
4	How satisfied are you that your concerns and queries are dealt with efficiently and in a friendly and supportive way? Dissatisfied                      Satisfied      18%                      Very Satisfied 82%
5	How satisfied are you that the Headteacher and Deputy Headteacher respond efficiently and effectively to your concerns or anxieties? Dissatisfied                      Satisfied      27%                      Very Satisfied 73%
6	How satisfied are you that the Governing Body is overseeing the Management of the school effectively? Dissatisfied                      Satisfied      45%                      Very Satisfied 55%
7	How satisfied were you with the induction process which took place when your child first came to this school. Dissatisfied                      Satisfied      9%                      Very Satisfied 91%
8	How satisfied are you that the school is meeting your child's special needs? Dissatisfied      9%                      Satisfied              27%                      Very Satisfied 64%
9	How satisfied are you that your child is happy in school and is able to maximise their potential? Dissatisfied                      Satisfied      18%                      Very Satisfied 82%
10	How satisfied are you that your child is receiving a broad and balanced curriculum which is appropriate for his / her level of ability? Dissatisfied                      Satisfied      20%                      Very Satisfied 80%
11	How satisfied are you that the Annual Review form is clear and provides you with the information you need about your child's progress? Dissatisfied                      Satisfied      20%                      Very Satisfied 80%
12	Are you satisfied that your child is safe in school? Yes 100%      No
13	How satisfied are you with the transport arrangements for your child? Dissatisfied      9%                      Satisfied              27%                      Very Satisfied 64%

14	Do you think the school buildings and grounds are well presented and maintained? Yes 90% No 10%
15	How satisfied are you with the information you receive to help you and your child? Dissatisfied 9% Satisfied 18% Very Satisfied 73%
16	How satisfied are you with the opportunities provided for activities outside school hours? Dissatisfied 17% Satisfied 33% Very Satisfied 50%
17	Do you find the Newsletter informative? Yes 100% No
18	Overall, please indicate your level of satisfaction around the quality of the provision at Saxon Wood Dissatisfied Satisfied 27% Very Satisfied 73%

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**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 appropriate curricula opportunities with particular reference to issues of equality and diversity.

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

**Date of publication:** April 2012 (*NB must be updated at least every four years*)

**Date of review and republication:** June 2019