A policy for Equality

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Autism Anglia, Doucecroft School Services
A Policy for Equality

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1.1 Ethos

We welcome individuality and provide a safe and positive learning environment, to enable our students to thrive and meet their full potential preparing them for their future.

Our Mission:

At Doucecroft School Services our mission is that our students are/have:

- Developing – Independence and life skills
- Opportunity – to experience and learn new things
- Understanding – to be understood and valued as an individual
- Creativity – to express myself as an individual
- Encouraged – to try new things and realise my potential
- Confidence – to achieve and develop my self esteem
- Respect – to feel accepted and accept others
- Openness – to share experience and feelings with others
- Fairness – to be recognised for achievement
- Tolerance – accept that everybody is different

Doucecroft School Services is part of Autism Anglia that provides services to support both children and adults with Autistic Spectrum Conditions. Within this policy, Doucecroft School Services relates to the school day and residential services.

1.2. Aims

Doucecroft School Services is committed to providing equality and excellence for all in order to promote the highest possible standards of achievement. This is reflected in all school policies.

Equality of opportunity applies to all members of the school community i.e. students, staff, governors, parents and community members. It is based on the core values and ethos as expressed in this school’s ethos and statement of purpose.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In this school we meet the diverse needs of students to ensure inclusion for all taking into account the particular needs of students with autistic spectrum conditions and the staff who support them.
2. **The School's Commitment to Equality**

   Doucecroft School will endeavour to:

   - Ensure that all students and staff are encouraged and able to achieve their full potential across the school day and residential provision.
   - Respect and value differences between people
   - Prepare students for life in a diverse society
   - Acknowledge the existence of racism and take steps to prevent it. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly
   - Recognise that diversity has a positive role to play within the school
   - Foster a positive atmosphere of mutual respect and trust among all students
   - Cater for dietary needs of different students across the school day and residential provision.
   - Enable students and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all students to understand these
   - Ensure all the school policies reflect a commitment to equal opportunities, including race equality and emphasise that intolerant behaviour is always unacceptable.
   - Train staff to deal effectively with bullying, racist incidents, harassment and prejudice of any type.
3. Leadership and Management

Responsibilities

The Governing Body will:
- Identify a governor with lead responsibility for equality.
- Ensure that the school complies with Equality legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.

The Head Teacher will:
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Treat seriously all incidents of discrimination and take disciplinary action against staff or students who discriminate against others.
- Work in partnership with the governing body to ensure that the policy and related procedures and strategies are implemented.

All staff will:
- Ensure that they do not discriminate on grounds of race, gender, age, disability or sexual orientation.
- Know how to identify and challenge discrimination and stereotyping, deal with incidents of discrimination, including how to report such incidents.

Teaching staff and Senior residential staff (In addition to All staff) will:
- Ensure that students from all groups have full access to the curriculum.
- Promote equality and diversity through teaching and through relation with students, staff, parents and the wider community.
- Monitor teaching and curriculum developments to ensure high expectations of all students and appropriate breadth of content in relation to the school and the wider community across the school day and residential setting.
4. Teaching and Learning

- Staff create an environment where all students can contribute fully and feel valued.
- Teaching takes account of students’ cultural background, linguistic needs, abilities and different learning styles.
- Different cultural traditions are valued in their own terms and made meaningful to students. Students are helped to make connections with their own lives.
- Teachers challenge stereotypes and build student awareness so that they can detect bias and challenge discrimination.
- Students are supported to develop the skills to manage their own behaviour this enables them to access as wide a social environment as possible, promoting social inclusion. Staff in the residential setting will ensure students’ cultural needs are supported. Students’ individual interests are encouraged through a diverse programme of activities.

4.1 Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity.
- Students have the opportunity to explore concepts and issues relating to identity, racial equality and racism.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- Resources and displays portray positive images of different people and cultures.
- All curricular activities and events cater for the interests and capabilities of all students attainment, progress and assessment across the school day and residential setting.
- The school has equally high expectations of all students and is it committed to encouraging and enabling all students to achieve the highest standards.
- The school recognises and values all forms of achievement.
- Student attainment and progress are monitored and evaluated to identify trends and patterns of underachievement.
- Assessment is tailored to meet individual needs and reflect progress in all areas.
- All students are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.
- Particular attention is paid to identifying and meeting the needs of groups that are particularly disadvantaged.

4.2 Personal development of students and staff

- All staff groups have equal access to the training and supervision appropriate to their job title.
- All staff have access to referral to a counselling service.
- All students have access to emotional support, behaviour support and therapy support – this may include speech and language, clinical psychology and occupational therapy where appropriate or referral to external agencies.
- The school services provide support to students when accessing primary health care in consultation with their parents and carers.
4.3 **Behaviour, discipline and exclusions**
- The school ensures that its procedures for disciplining students and managing behaviour are fair and equitable to all students and are clearly identified in the school's behaviour policy.
- All staff operate consistent systems of rewards and sanctions which are appropriate to each student's level of understanding.
- Exclusions are monitored to establish patterns and trends.
- Strategies for integrating long-term truants and excluded students address the needs of students for all groups.

4.4 **Bullying, Harassment and school ethos**
- The school actively promotes good personal and community relations.
- The school has procedures for dealing with harassment and bullying of any kind.
- All incidents of harassment and bullying are recorded, thoroughly investigated.
- Staff are trained so that they deal firmly, consistently and effectively with incidents of harassment and bullying.
- Students, parents and staff are aware of the procedures for dealing with harassment and bullying.
- The school liaises with all stakeholders to tackle harassment and bullying within the school.

4.5 **Admissions and attendance**
- The admissions policy and criteria are equally open to students from all racial groups.
- The admissions process is monitored to ensure that it is administered consistently and fairly in line with the school admissions policy by the admissions panel.
- Provision is made for leave of absence for religious observance. This includes staff as well as students.
- Student attendance is monitored.

4.6 **Staff recruitment and professional development**
- All the posts, including those for non-teaching staff, are advertised and open to the widest pool of applicants within the requirements of the role.
- Everyone involved in recruitment and selection is trained and aware of what they should do to avoid unconscious discrimination.

4.7 **Partnership with parents and community**
- We encourage all parents/carers to work in partnership with the school services and have a clear home/school agreement.
- Information and material for parents is accessible in various formats.
- The school's aims to provide access to the school sites for a wide range of users as possible.
5. **Monitoring and Review**

The Governing Body will monitor the implementation of the policy regularly and review annually to ensure that it does not disadvantage any particular section of the community.

The effectiveness of the policy will be evaluated as part of the school improvement plan by the head teacher/member of the staff responsible for equal opportunities and a report provided by the governing body.