

Equality and Diversity Statement

Clifton Hill School is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, nationality, race, religious background or spiritual beliefs, gender, sexual orientation or any other personal characteristic. We are committed to ensuring that all rights of the child are respected in accordance with the UN charter.

Clifton Hill School is committed to equality for our pupils and our staff.

In this respect:

- We ensure that everyone in the school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone the same.
- We ensure that the school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

We are aware of the current legislative framework.

This policy sets out the school's approach to promoting equality as defined in the **Equality Act 2010** and the specific duty as set out in **The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)**. We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

As a special school, standard admissions procedures do not apply because we have separate admissions criteria. However, within those criteria we have a duty to ensure we do not:

- a) Discriminate or victimise in our arrangements for deciding who is offered admission as a pupil.
- b) Discriminate or victimise against a pupil in the way we provide education and provide access to facilities or services.
- c) Discriminate or victimise by excluding the pupil.
- d) Harass pupils.

At Clifton Hill's socio economic circumstances are taken into consideration and reflected in our pupil premium reports as described below. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.

School Context

Clifton Hill is a Surrey maintained special school for pupils with Severe and profound and multiple learning difficulties and autism. Some students have significant communication difficulties. Students attend from across Surrey and we have a number of pupils from neighbouring local authorities.

- There is very little pupil mobility
- Pupils are drawn from a range of socio-economic backgrounds
- All pupils have a an EHC Plan
- School assessment data reviews attainment of different groups and currently we see no significant difference in the attainment of different groups

- School takes a highly individualised approach to raising attainment for all learners
- We respect each individual's differences and identity
- We have pupils who have English as an Additional Language and support families to attend meetings with an interpreter as necessary
- Our pupils come from a diverse ethnicity and religious background
- We have pupil premium allocated to children from low-income families who are known to be eligible for Free School Meals and children who have been Looked After continuously for more than 6 months, who are adopted or who have parents in national service. School is free to spend the Pupil Premium as we see fit and are accountable for how we use the funding to support low-income families. For more information about this please see our Pupil Premium report on our website www.clifton-hill.surrey.sch.uk

Roles and responsibility for implementing the Equality and Diversity Policy

The **Governors'** role:

- Provide leadership and drive for the development and regular review of the school's policies
- Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for staff, pupils, Parents / Carers and all other stakeholders
- Congratulate examples of good practice from the school
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The **Head Teacher's** role:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying case, homophobic and racist incidents
- Ensure that the school carries out its statutory duties effectively

The **School Leadership Team** are responsible for:

- Supporting other staff in implementing this policy
- Providing a lead in the collection and dissemination of information relating to the policy
- Identifying good quality resources and CPD opportunities to support implementation of the policy
- With the Head Teacher, providing advice/support in dealing with any incidents/issues
- Evaluating and reviewing the objectives annually, taking into consideration the School Development Plan
- Ensuring coverage in the curriculum of equality issues
- Ensuring the curriculum promotes pupils' SMSC

All **Staff** are responsible for:

- Accepting that this is a whole school issue and support the policy
- Modelling good practice, recognise and tackle bias and stereotyping
- Knowing the procedures for reporting prejudice behaviour incidents and other forms of discrimination
- Promoting equality
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- Keeping up to date with the law on discrimination
- Taking up training and learning opportunities

Parents / Carers are responsible for:

- Having access to the policy
- Supporting the policy
- Agreeing to the home school agreement

Visitors and Contractors are responsible for:

- Following our equality policy
- Long term visitors such as volunteers and students on placement will be required to sign a code of conduct

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Discrimination, bullying or harassment incidents will be recorded and reported to the Local Authority following established procedures and guidelines.

Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by the Equalities Unit of Nottingham County Council.

Monitoring

As part of the monitoring and evaluation procedure, we will monitor;

- The attainment of pupils from vulnerable groups and address any issues of differential progress and achievement
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the three years stipulated.

In considering the effectiveness of this policy consultation will be undertaken with staff, Governors, pupils and Parents / Carers to assist in this review process.

Objectives for 2019- 2023

Objective	Which families and communities with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
All students to have a voice, to be able to express themselves and know they will be heard.	Those who have a disability that affects their ability to communicate	There will be a total communication strategy across Clifton Hill that supports our universal approaches to communication for all. All students to have a communication passport to describe how to support them with their receptive and expressive communication.	Increased levels of Makaton signing across the school. Increased levels of low tech AAC for students who need it.
Progress:			

Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
To improve the attendance of students who have SEND	Those who have a disability that can affect their ability to access education.	Whole school attendance will have continued to improve.	Raise the impact of poor attendance with parents at all pupil progress meetings. Set and communicate to parents whole school attendance targets. Increase the number of medical and therapeutic clinics that are held on site.
Progress:			

Objective	Which parents/carers with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
To ensure the safety, well-being and involvement of those members of staff who are pregnant or on maternity leave.	Those who are pregnant or on maternity leave	All pregnant member of staff will have a risk assessment co-authored by them that ensures their well-being and safety.	Pregnant staff and those on maternity leave will feel protected, safe and part of the school community.

		<p>All staff on maternity leave will be invited to whole school training opportunities as Keep in Touch days.</p> <p>All staff on maternity leave will be informed of any job opportunities that arise at Clifton Hill</p>	
Progress:			

Objective	Which parents/carers with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
All parents/carers who have English as an additional language will be able to request and have an interpreter for meetings related to their children, to have documents/letters translated.	Those who have English as an additional language .	Offer an interpreter at all meetings, have documents/letters translated wherever possible.	
Progress:			