



# **Single Equality Scheme**

**Ratified By Governors 29 June 2016**

# 1: Vision and Values

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## Our equality vision and the values that underpin school life

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Middleton School is a welcoming primary special school for children with learning difficulties speech language and communication needs and autism. Everyone, pupils, staff, governors, parents and carers are 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. The Equality Statement applies to all members of the school community in equal measure.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or belief, sexual identity, gender or gender identity or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Middleton we aim to promise 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 recognise and respect and respond to difference. We believe that a child is not born with the concept of treating people unequally; such behaviour is acquired and one of the aims of the school is to create an ethos where all feel valued equally. Linguistic and cultural diversity should be seen as a strength and an opportunity to enrich the curriculum. All families should be made to feel equally welcomed and encouraged to become involved in their child's education.

Middleton seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

### **Aims and Values of Middleton School**

Middleton School

Will provide:

- A safe, happy, fun and secure environment in which children learn through their own experiences and develop their individual interests and strengths;
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- An environment in which each child feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Will develop in children:






- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;

- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity;
- Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- Questioning, thinking and problem solving skills;
- The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Will encourage:

- Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- Positive relationships between parents/carers and staff, parents/carers and their children.
- Respect for democracy and for public institutions and services

The school is committed to promoting equality and tackling discrimination against staff, pupils, parents and carers

-  Whether or not they are disabled
-  Whatever their ethnicity, culture, national origin or national status
-  Whatever their gender and gender identity
-  Whatever their religious or none religious affiliation or faith background
-  Whatever their sexual identity.

## 2: School Context

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### The characteristics of our school

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A brief description of our school and its community setting.

Middleton is a purpose built community school for 80 pupils from Reception to Year 6. Pupils have learning difficulties, autism and speech language and communication needs.. Pupils' language difficulties are a significant factor which affects their learning. There has also been an increase in the number of pupils with specific medical needs and physical disabilities. Very few pupils are from ethnic minority backgrounds. There is currently one 'Child Looked After'. Approximately 20% of pupils are entitled to free school meals.

Our pupils have a range of difficulties – Autism, ADHD, Downs / Williams Syndrome, Cerebral Palsy, epilepsy and an increasing number with medical needs. An increasing number of children have a complex mixture of needs.

The school serves a largely rural area, covering the whole of East Herts and the Lea Valley but includes a number of small towns each of which has a range of socio-economic backgrounds including areas of poverty. Pupils are transported to and from school.

Attainment on entry is low commensurate with pupils' SEN. There is a wide range of ability. The vast majority will be working within the p scales. There is a gender imbalance with over twice as many boys as girls.

The majority of our pupils transfer to Pinewood School, a secondary school for students with moderate learning difficulties. Pinewood is located on the same site with Year 6 pupils benefiting from an established transition programme during their final year. Last year we successfully re-integrated a Year 6 pupil into mainstream secondary provision.

Although all the children have learning difficulties it is expected that they will all make good progress and eventually leave school able to read, write and be a good citizen within the community. They are taught the full range of National Curriculum subjects but in smaller groups and at a pace suited to their individual needs.

Middleton operates an Outreach Service which offers practical help to local schools in meeting the needs of pupils who have learning difficulties.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	89	36% Female ( 32 pupils) 64% Male ( 57 pupils)
Number of staff	65	94% Female 6% Male
Number of governors	12	75% Female 25% Male
Attainment on entry		Attainment on entry is low commensurate with pupils' SEN. There is a wide range of ability. The vast majority of pupils will be working towards National Curriculum Level 1.
Mobility of school population		We admit pupils at any time during the academic year.
Pupils eligible for FME	29	33%
Deprivation factor		The school serves a largely rural area covering the whole of East Herts and the Lea Valley but includes a number of small towns each of which has a range of socio-economic backgrounds including areas of poverty.
Disabled staff	1	1.5%
Disabled pupils (SEN/LDD)	89	All pupils have a statement of SEN or EHC Plan
Pupils with ethnicity other than WGB	20	22%
Staff with ethnicity other than WGB	2	3%
Pupils who speak English as an additional language	7	8%
Average attendance rate	9 94%	
Significant partnerships, extended provision, etc.		EP Service Speech and Language Therapy Service

		Occupational / Physiotherapy Service Sports Partnerships Extended Schools Provision Outreach Provision to local mainstream schools.
Awards, accreditations, specialist status		Ofsted recognised 'Outstanding School' 2013

### Current situation

Children need to be helped to understand that while everyone is different, all are equally important. This means that everyone has an equal right to be included in a full range of activities and not to live in fear of being hurt, bullied or insulted.

Through Assemblies, direct teaching, formal and informal discussions, our Anti-Bullying Policy as well as by example, the following behaviour is encouraged:

being kind to everyone  
not hurting anyone  
not calling people names  
being safe  
being happy

Children may need help in thinking about not rejecting people or treating them differently because they are:

older or younger	paler or darker
bigger or smaller	male or female
richer or poorer	able or less able

Instead these differences are acknowledged and valued.

Staff give similar opportunities to girls and boys. For instance, girls can choose to play football - boys netball if they prefer to do so. Mixed gender groups participate in all our cross school sporting events.

Discrimination in any form can occur occasionally and intermittently, or it may be something which some people experience all the time. Racial incidents are recorded by the Headteacher. They are discussed with the children concerned, and if there is any repetition, with the parents. In the history of the school, racial incidents have been extremely rare.

## 3: Legal Background

Our School is committed to meeting the public sector equality duties (PESD).

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

- ✚ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- ✚ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PESD)

The specific duties require schools to:

- ✚ Publish annually information quantitative and qualitative, showing compliance with the publicsector equality duty (PESD) set out in clause 149 of the Equality Act 2010.
- ✚ To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for schools provisions are:

- ✚ age\*
- ✚ disability
- ✚ ethnicity and race
- ✚ gender (sex)
- ✚ gender identity and reassignment
- ✚ pregnancy, maternity and breast feeding
- ✚ religion and belief
- ✚ sexual orientation
- ✚ Marriage and civil partnership\*

(\*for staff only)

At Middleton School we implement accessibility plans which are aimed at:

- ✚ Increasing the extent to which disabled pupils can participate in the curriculum;
- ✚ Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- ✚ Improving the availability of accessible information to disabled pupils

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## 4: Roles and Responsibilities

Chain of accountability

Middleton School is committed to:

- “ being proactive in promoting good relationships and equality of opportunity across all aspects of school life;

- “ encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- “ working in partnership with families, the LA and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality Scheme is fully implemented.

## **Responsibilities and Commitment to Action**

### The Governing Body

It is the Governing Body's responsibility to action the following:

- “ ensure that the school complies with equality legislation;
- “ meet requirements to publish equality schemes;
- “ ensure that the school's policy, procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- “ scrutinize the recording and reporting procedures at least annually;
- “ 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 with serious breaches of this policy;
- “ be proactive in recruiting high quality candidates from under-represented groups.

### The Headteacher

It is the headteacher's responsibility to action the following:

- “ Implement the policy, its strategies and procedures;
- “ Ensure that all staff receive appropriate and relevant continuing professional development;
- “ Actively challenge and take appropriate action in any cases of discriminatory practice;
- “ Deal with any reported incidents of harassment or bullying in line with LA guidance;
- “ Ensure that all visitors and contractors are aware of and comply with the school's policies in this area.
- “ Produce a report on progress for governors annually.

### All Staff

It is the responsibility of all staff to action the following:

- “ 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 victimization 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 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.

## Breach of Equality Scheme

Any breach of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

### Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### Commitment to publish

At Middleton School we will publish information annually to demonstrate compliance with the public sector equality duty. This information will be available on the school website.

At Middleton School we will publish the following information

- ✚ The behaviour policy
- ✚ Anti-bullying policy
- ✚ E safety policy
- ✚ Involvement with local communities including links with other schools and other children.
- ✚ The Equality Scheme and action plan.
- ✚ Attainment data for relevant groups.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- ✚ We make efforts that the diversity of our workforce reflects that of our local community and wider society.
- ✚ We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- ✚ We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- ✚ Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

## 5: Stakeholder Consultation

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### Involving our learners, parents/carers and other stakeholders

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#### Policy Planning and Review

We have accessed the views of our pupils using appropriate questionnaires which are accessible at their level around issues which they can comment on. Pupils were given one to one support where necessary. Parents and carers have been consulted through the representatives on our Parent



Council. Staff and Governors have made their contribution through formal and informal meetings. The Equality Scheme is available on the website.

When deciding what to do to tackle equality issues we will continue to consult and engage both with people affected by our decisions, parents, pupils, staff, members and other appropriate parties.. Staff, pupils and parents (and other interested parties) will be consulted and involved in ongoing discussions to promote equality.

## 6: Impact Assessment

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### Evaluating the impact in terms of the outcomes

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Evaluating the impact in terms of the outcomes

#### **Impact assessment statement**

All school policies will be equality impact assessed with regard to the nine protected characteristics at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

## 7: Our School's Equality Priorities

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### Key priorities for action

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Our equality objectives were chosen as part of a review of our whole school curriculum to support increased participation of pupils, especially those with speech, language and communication and sensory needs, to widen staff experience and expertise in supporting less able youngsters and to give the pupils an increased understanding of the lives of others.

The objectives we have chosen for this year are:

- ✚ To celebrate the cultural and religious diversity of the school through themed activities and days.
- ✚ To celebrate the cultural and religious diversity of Britain through themed activities and days recognising and promoting fundamental British values.
- ✚ To monitor the use of resources to support pupils with SCLN to develop language and communication skills.
- ✚ To develop talking groups as a pre-cursor to a new School Council to enable and develop the voice of all children in the development of the school
- ✚ To provide the governing body with monitoring data and reports to ensure the progress of children in the Pupil Premium group is at least as good as that of other children and to ensure the effective use of Pupil Premium funding.
- ✚ To further develop staff expertise in developing approaches which support the progress of children who have sensory needs

## Setting Equality Objectives Action Plan

<b>Equality Objectives</b>	<b>Protected Characteristic</b>	<b>General Duty</b>	<b>Responsibility</b>	<b>Measurable Success Indicator</b>	<b>Timing</b>	<b>Review Date</b>
To celebrate the cultural and religious diversity of the school through themed activities and days.	Religion or Belief	Eliminate discrimination and foster good relations.	SLT	1 themed activity per department per term has taken place.	During Academic Year 15/16	Summer 16
To celebrate the cultural and religious diversity of Britain through themed recognising and promoting fundamental British values.	Religion / Belief / British Values	To eliminate discrimination and foster good relations	SLT / Staff teams	Assemblies have focussed on what it is to be British. At least one themed event has taken place.	During 2016	Summer 16
To ensure that progress statements in Middleton Frameworks enable pupils with SCLN to demonstrate their understanding.	Disability	Eliminate discrimination and advance equality of opportunity	SLT	Frameworks checked. SCLN pupil cohort's progress tracked and compared to previous.	During 2016	Summer 16
To further develop staff expertise in developing approaches which support the progress of children who have sensory needs	Disability	Eliminate discrimination and advance equality of opportunity	SLT	Evidence of sensory approaches (sensory stories / attention autism / sensory feedback used as motivation through classroom observations	2016/17	Summer 17