

PEOPLE (CHILDREN'S SERVICES)

DEVON HOSPITALS SHORT STAY SCHOOL

EQUALITY, DIVERSITY AND COHESION POLICY

Introduction

This policy is devised to show how the school aims to promote equal opportunities and community cohesion and how it would deal with inequality and discrimination.

The policy applies to all staff, managers, pupils, parents/guardians.

1. The role of the school

We consider that our role [within this policy] in educating young people is to be mindful of their future life and work in a country which is diverse in terms of: age, culture, belief, ethnic or national origin, disability, sexual orientation, and socio-economic background.

Devon Hospitals Short Stay School aims to be an inclusive and cohesive community. Through our inclusive policies, ethos, curriculum, and work with young people, we aim both to promote a common sense of identity and support diversity.

We are committed to:

- Promoting equality and inclusion.
- Meeting people's needs.
- Encouraging participation.
- Promoting cohesion, tackling prejudice and promoting understanding.
- Tackling discrimination and disadvantage.
- Tackling bullying if it occurs.
- Encouraging and supporting all pupils and staff to reach their own potential.

2. Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. Legislation covers employment (work), the provision of services and public functions, and education.

* See appendices

3. Responsibilities

Management Committee

- Ensure that the school complies with equality and cohesion legislation.
- Ensure that the policy and its procedures are implemented by the Head teacher
- Ensure all other school policies promote equality and cohesion.

Head teacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

All staff

- Understand and carry out this policy.
- Promote equality and good rapport.
- Deal with bullying and discriminatory incidents.
- Know how to identify and challenge prejudice and stereotyping.
- Ensure diversity issues are addressed in the curriculum.
- RE coordinator to ensure that RE is in line with county guidance and the Devon Agreed Syllabus.
- Meet the needs of pupils with physical and learning disabilities. This will also include pupils with mental health needs.
- Attend such training and information opportunities as necessary, to keep up to date with equality and cohesion legislation. Attendance at RDE/NDDH training on Equality and Diversity is a compulsory part of the induction process.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parents, workshop facilitators, contractors)

- To be aware of and comply with the school's equality and cohesion policy.

4. Communicating and Promoting this Policy

- All staff and managers, including supply teachers and visitors, are to be made aware of this policy and any subsequent updates or amendments.
- A copy will be displayed on the school's website.
- A copy can be printed out for a parent on request.

5. **School Development Plan**

Legislation requires us to set objectives to meet our public sector duties and improve our practice. When relevant, objectives will be contained within the School Development Plan.

Objectives will be agreed by managers and based upon the following:

- Consultations with staff, managers, parents and pupils.
- Inspection feedback.
- Legal duties.
- National or local issues relevant to the school.

6. **Practice**

- Admissions and attendance

The school welcomes pupils from all backgrounds and abilities and has a separate Admissions Policy, maintained by the Authority.

Information about a pupil's gender, ethnic origin, home language, religion /belief, physical [including dietary] and emotional needs is collected, to enable the school to meet individual needs.

- Policies

When the Management Committee look over policies for approval, they will check them to ensure that they do not disadvantage any individual and that they advance equality and foster good relations where possible.

- Teaching, Learning and Curriculum

In school, we aim to achieve high standards of attainment for pupils as appropriate, bearing in mind medical conditions. We work closely with pupils to reduce/minimise any barriers to learning that they may be experiencing.

We aim to promote common values, and help pupils understand and value the diversity in their daily life.

We aim to promote the spiritual, moral, cultural, mental and physical development of our pupils. PSHE and RE will provide opportunities for pupils to develop their understanding, tolerance and empathy.

In our setting, pupils may work with others from different schools, year groups, backgrounds, religious, ethnic and cultural groups.

An extensive range of resources support our wide range of pupils

All pupils, including those with a physical disability, special educational needs or mental health needs will have equal access to the curriculum appropriate for their age or ability. They will have equal access regardless of where they are working and regardless of whether they are mobile or confined to a wheelchair or bed.

The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any educational, physical, mental health or special needs he or she may have. However, on occasion, access to a broad and balanced curriculum may be restricted in order to support medical and psychological well-being. This will be done on the advice of the medical team.

Equal opportunities may be specifically taught and promoted through certain areas of the curriculum. Personal, Social and Health Education (PSHE) may address issues relating to gender, age, race, religion / belief or physical disability (e.g. mobility, hearing, sight).

Equal opportunities may also be promoted through other curriculum areas when appropriate, eg. Science, history, geography, RE, art. Science [and sex and relationship education lessons (SRE) where appropriate] will provide opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the pupils.

The school's own resources e.g. posters, books, computer software, will promote equal opportunities and be free of prejudicial or stereotypical messages.

Within certain curriculum areas pupils are given opportunities to

- explore issues of identity, equality, and racism, including the use of language;
- learn about and celebrate festivals and traditions of different cultures;
- learn about world development issues, global issues and our interdependence on each other.

Consultation and advice from teaching support services will be accessed as appropriate to help us meet the needs of all pupils, e.g. Ethnic Minority Achievement Service, Traveller Education Service.

Teachers will ensure all pupils have equal access to the different curriculum subjects. This is especially important in those areas that have historically been orientated to one gender. For example, in Design and Technology all pupils should engage in activities using food, fabric, and construction materials. [Exceptions to food technology may include pupils with an eating disorder, depending on the plan in place with the consultant].

- Pastoral care

Support is available for specific pupils if necessary e.g. pupils for whom English is a second language, to enable them to participate equally and achieve their own potential.

- Activities

Festivals and other celebrations are acknowledged at the school.

Cultural events are taught through the curriculum and help promote community cohesion.

- Consultation

At least once every three years, the school will consult with the following stakeholders on its approach to equality and cohesion:

- Current pupils
- Parents/Carers
- School staff
- Managers

- Monitoring of attainment, progress and engagement

DHSSS aims to be a fully inclusive school, and policies and procedures are in place to cater for and make adjustments for children with a wide range of needs, some of which may be complex.

The progress of all pupils is monitored carefully to ensure that they are achieving well (bearing in mind medical conditions). Objectives are set with individual pupils, formative assessment is used routinely and progress is monitored against objectives set, prior attainment and national standards. Wherever possible, information from home schools is used as baseline assessment; copies of statements, /EHCPs, IEPs and personal targets form part of this.

In addition, the following are monitored both informally and formally:

- Enjoyment in a variety of school activities.
- Levels of behaviour and anxiety.
- Areas of the curriculum which have been particularly successful or which present particular challenges.
- Safety
- Anti-Bullying and dealing with incidents of a discriminatory nature

Bullying is not acceptable. In our setting it is rarely an issue but still one of which we must be keenly aware.

[*The definition of bullying as stated by the Government Anti Bullying Campaign: “Bullying is a deliberate act, often repeated, done to cause distress solely in order to give a feeling of power, status, or other gratification to the bully”.]

Bullying can range from:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist and homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)]

Discriminatory language or behaviour is unacceptable – whether amongst pupils, staff or Managers. Any action will be in line with the school and local authority’s disciplinary procedures.

- High standards of behaviour are expected of all pupils.
- Any incidents will be recorded on the appropriate local authority forms.
- Appropriate action will be taken to prevent an incident recurring and appropriate support provided to those affected by the incident which may include Safeguarding provisions.
- Parents/guardians of the pupils involved will be informed of the incident.
- The situation will be monitored.

Every member of the teaching staff will be responsible for ensuring the above procedure for reporting and responding to an incident is carried out and followed up. Any parent wishing to report an incident should contact the Head teacher.

- Behaviour

If pupils contravene our policy, appropriate discussion will take place with the multidisciplinary team.

Staff and Managers will be reminded of their obligations towards the policy. Non-compliance will result in further action being taken.

Visitors also will be reminded of their obligation to adhere to our school policy.

- Staff recruitment, support and professional development.

Staff appointments will be based on the applicant most able to demonstrate they best match the Person Specification and their ability to fulfil the Job Description. Characteristics such as gender, race, religion, etc. will not form part of the selection process.

All staff vacancies are advertised via Devon County Council's Choice facilities. Some vacancies may be advertised in the national teaching newspapers if deemed necessary. Non-teaching vacancies are advertised via First Stop and Choice.

All staff will have equal opportunities to undertake Continuing Professional Development in accordance with our school CPD policy.

All managers involved in staff appointments will undertake appropriate training and be made aware of how to avoid discrimination in the appointment process.

Whole school training needs for staff and managers will be identified within the School Development Plan.

Individual training needs for staff will be identified through the Performance Management Review process.

All staff have been made aware that there is no legal obligation to disclose a disability.

Any staff who indicated that they have a disability, will be informed of any reasonable adjustments that are either in place or planned to be put in place in the future.

Any specific training needs of other staff to help make reasonable adjustments are dealt with through the school's Continuous Professional Development Programme. Systems are in place to support staff if they are returning to work, and staff attention has been drawn to these procedures.

As we are hosted within the hospital site, access for parents/carers with disabilities is catered for rigorously.

- Managers

The constitution of the Management Committee is determined by Government legislation to be representative of the local community, with local authority appointed members, and others elected by, and representative of parents, the staff and the Authority.

All managers are eligible to hold posts of responsibility (e.g. Chair of Managers). The management committee meetings are arranged and timed to enable full participation by its representatives.

- Partnerships with the local communities

As far as practicable and appropriate we may provide information for specific parents in a format alternative to that normally used to take into account their specific needs and thereby enable them to access the information.

7. Annual Reporting

Improvement objectives, as relevant and timely, are contained within the School Development Plan and will be reviewed as the SDP is reviewed (on an annual basis).

A full review of the whole policy will be carried out every three years.

Progress reports will be communicated via Management Committee Meetings.

As with all school policies, the impact of them must be monitored closely to ensure that they are effective in reaching their aims, and to ensure that resources are used effectively.

A rolling programme of policy review is in place.

Appendices

Definitions

Equality =	Treating people fairly and according to their needs. Equality of opportunity and outcome, rather than equality of treatment. People have similar life opportunities in so far they are able to fulfil their own potential.
Inclusive =	Making sure everyone can participate, whatever their background or circumstances.
Diversity =	Recognises that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion =	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community =	From the school's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none">• The school community – the students we serve, their families and the school's staff.• The community within which the school is located – in its geographical community, and the people who live and / or work in that area.• The community of Britain – all schools by definition are part of it.• The global community – formed by European and international links.

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). However, age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' are not covered by the Act but the school will treat Intersex children with the same degree of equality as potentially Trans children. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in a primary school environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian until later, promotion of sexual orientation equality is still relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'coming out' when they are older.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Discriminatory Incident** - Is any incident which is perceived to be discriminatory/prejudiced by the victim or any other person on the basis of someone's race, colour, nationality, culture, language or religion/belief, disability, age, gender/sex, sexual orientation, gender identity,"
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context. Harassment because of gender reassignment, sexual orientation or religion and belief in relation to the provision of education does not apply but such acts may constitute direct discrimination.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Combined (dual) discrimination** - Discrimination because of two protected characteristics such as age and sex/gender. Not yet effective.
- **Discrimination arising from disability** – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** (allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** – unfavourable treatment because of a girl's/woman's pregnancy or maternity. It includes unfavourable treatment of a woman because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Public Sector Duties (applies to Schools):

A public authority must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

Reasonable Adjustments and Access Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Access Plans which will
 - Increase disabled pupils' access to the school curriculum.
 - Improve the physical environment.
 - Improve provision of information.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have disabled pupils. You should plan ahead for the reasonable adjustments you may need to make.

For more information: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools) or <http://www.devon.gov.uk/equalitylegislation.htm>.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, e.g. the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.