

Equality and Diversity Procedure & Equality Objectives

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Equality and Diversity Procedure

INTRODUCTION

Carew Academy is proud of its diverse community of pupils, staff and stakeholders and is committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.

We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the mission, vision and values of the school, but also because by attracting and retaining the most diverse range of students, staff and partners, we will ensure future success for everyone. We believe that everyone has the right to be treated fairly and without discrimination, regardless of age, disability, gender, gender identity, race, religion or belief, sexual orientation, circumstances or background. This is achieved by making sure our school vision and values are central to all we do and drive our actions and behaviour.

Our Ethos

At Carew we aim to ensure every student is understood so that they will achieve their full potential. We overcome barriers today so that children and parents can look forward to a bright future tomorrow. Our shared ethos enables us to think about and plan for the future of our students and staff, with innovation and caring at the heart of our approach.

Our Values

Ambitious – We are only satisfied when children receive outstanding provision. We aim to ensure teaching and learning is of the highest quality with a recognition of emerging skills and next steps to ensure pupils reach their potential in all areas. The student council explained and defined this value in the statement ***‘Always aim higher’***

Independence – We have an emphasis on building confidence for both staff and students to try new things. Our therapeutic approach is at the centre of our cultural capital and works on independence at all levels, from a KS2 student learning to make breakfast to those in Sixth form becoming independent travellers. Our teams of Cognus therapists from OT and SaLT work closely with our staff to build independence in movement, speech and language. The student council explained and defined this value in the statement ***‘Try by yourself’***

Resilience - We see difficulties and barriers as opportunities. We focus on developing quality relationships that will help us all build resilience. Our wellbeing offer is strong for both students and staff. The student council explained and defined this value in the statement ***‘Never give up’***

Caring – We make sure our systems are flexible so that we can meet the needs of each child that steps foot through The Link doorway. Each child drives the Curriculum, Teaching and Learning, Continuing Professional Development and Resources that are needed to ensure success. The student council explained and defined this value in the statement ***‘Always show you care’***

What is Equality and Diversity?

As used within the OHC&AT Equality and Diversity policy, 'equality' means ensuring everyone is able to participate in all our activities.

'Diversity' acknowledges there are differences between people, which should be recognised, respected and celebrated.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The General Duty

The general equality duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with different protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, belief, sex, sexual orientation).

In carrying out our functions we aim to:

1. Eliminate discrimination by:

Making sure systems for good communication and expression of opinion are valued in school. This includes encouraging staff to be aware of and listen to the different ways students communicate and to recognise all behaviour as communication. It also includes encouraging a coaching culture for staff so that active listening and probing questioning support colleagues to address issues and find solutions.

Providing formal opportunities to express opinions making sure these are embedded in the school, including a school council that meets regularly and considers equality objectives as part of their agenda and for staff a senior leadership open door policy where active listening is the norm. Regular surveys and discussions about school policies and practice especially related to mental health and well-being ensure an open culture where strengths and development areas are fed into whole school improvement plans.

Ensuring available resources are used to give every student good access to the curriculum and community environments. Using additional grants wisely so that students with particular learning barriers or those who are more vulnerable have the resources they need for equal access.

Ensuring any discrimination is recognised and recorded. Discrimination is challenged for students through whole school and bespoke interventions that are monitored for impact by the senior leadership team. This includes the monitoring of rewards, progress data, behaviour data and end of year outcomes. Progress is measured at Carew across a range of areas including: Attendance; Rewards; Behaviour; EHCP outcomes; Individualised English and Maths targets. Outcomes and progress is shown in the end of term reports and includes data from Edukey on EHCP targets including progress reports by our Cognus Occupational Therapists and Speech and Language Therapists.

2. Advance equality of opportunity by:

a) Removing or minimising disadvantages

This may include adapting equipment or the environment so that all pupils have equal access; the school's statutory accessibility plan aids this aim.

It also includes strategies that help to narrow any achievement gap. Person centred EHCPs ensure key strengths, barriers and needs are highlighted for learners and that the most appropriate provision to help pupils and students overcome barriers are outlined. In the Primary, Provision maps and regular monitoring of these ensure pupils receive the highlighted provision that will best minimise their key disadvantages. In the Secondary individual and small group interventions as well as the Access curriculum lead by the school therapists ensure students receive the highlighted provision that will best minimise their key disadvantages.

Additional grants, such as the pupil premium are used wisely to get the best impact for pupils that may have additional socio-economic disadvantages on top of their learning disabilities. Regular monitoring from senior leads and governors ensure pupils receive the best possible strategies for their needs.

b) Taking steps to meet different needs

The school has a person centred learning ethos. Students can be grouped by learning need and ability rather than age in order to ensure high levels of differentiation throughout the day and to make sure pupils receive teaching and strategies for learning that are motivating and effective.

Person centred EHCPs ensure students receive bespoke support for protected characteristics that may affect learning even if they are the only student in the school that may need a particular strategy. We produce student plans that are individualised and communicated to all staff particularly teaching teams and student support.

c) Encourage participation when it is disproportionately low.

The school is data rich. This enables senior staff to identify pupils at risk of any kind of discrimination or students that are underachieving so that appropriate interventions can be put into place.

3. Foster good relations across all protected characteristics

The school aims to look positively at difference and celebrate diversity. This is a strength of the spiral PSHE curriculum and the work of our newly formed Equality and Diversity teaching group, where learners are encouraged to develop their emotional understanding, regulation and support for others. Wherever possible diversity is openly celebrated whether that is in the school's equality and diversity programme or through the celebration of traditions and festivals from the school's community.

The curriculum schemes of work always identify an aspect of learning related to a different culture or country so that learning and talking about difference is part of the pupil's

everyday experience.

Staff are encouraged to be proud of their differences and heritage and to role model positively for pupils during learning and assemblies.

The Specific Duty

There are two specific duties that the school are required to carry out. These are:

1. To publish information to demonstrate how we are complying with the equality duty, at least annually.
2. To prepare and publish one or more specific and measurable equality objectives at least every four years.

Carew Equality Objectives 2021-22 (Evaluated)

Disability

Implement the plan to update the Junior Playground with large and small leisure resources that will reflect the needs of the wide cohort of physical and social needs in the lower school population.

A plan for renovation of the playground has been formulated. This will take place in 2 stages due to financial restrictions and difficulties with workforce and available materials due to the Covid pandemic. Stage 1 of the project has taken place with a new area created with sensory equipment and structured activities for students to take part in. Stage 2 is planned to take place over the coming year(s) with an area of the grass and wooded part of the back field fenced off and used to generate an additional play space

Produce and deliver training of the less common learning needs and disabilities at Carew to ensure the very best evidence based practice is embedded for these young people – with a focus for the academic year on Skills for Life teaching.

Achieved- Training has taken place for all staff and this has enabled all of those with these less common learning needs to benefit from evidence based strategies for these groups. This has led to successful integration and positive outcomes for these learners and an increased preference of staff at Carew to teach in Skills for Life classes.

Implement the planned changes for greater community access in the curriculum, across the main school and sixth form, including the continuation of a school residential for Key Stage 3 - monitoring the changes for impact.

Achieved – Hard and soft data indicates that the Sixth form community sessions and the newly introduced Community, Work related learning and Leisure skills options in the sixth form have widened learner opportunities and supported the generalisation of skills learnt in the classroom setting. The Key stage 3 residential to Jamie's farm was extremely successful at building stronger relationships, developing independence and building student confidence.

Race, religion and belief & All Protected characteristics

Create an Equality and Diversity group of staff from all backgrounds to create a vision and lead on implementing activities which promote and celebrate all of the students with protected characteristics. Work with student leadership and student council to give them a clearer voice in the development of this vision.

Achieved. The EDI (Equality and Diversity Working group) was set up and led by a newly created Subject Learning Lead for Equality and Diversity. This group have been instrumental in leading a positive change at the school

Carew Equality Objectives 2022-23

Disability

Continue with stage 2 of the planned playground project – created the grass area playground.

Produce and deliver training for the high needs medical students and those with complex disabilities at Carew to ensure the very best evidence based practice is embedded for these young people – with a focus for the next academic year on Buccal; MAPPA training and Downs Syndrome for all staff. Then additionally for all staff 4 stages of training under the headings 1) Understanding the individual 2) Learning and development 3) Building relationships & 4) Enabling environments

Playground for KS2 has been extended, fences in place and completed
Buccal training complete for all staff this year Spring 2023 delivered by OHCAT nurses
Downs Syndrome training completed as part of CPD for all staff Spring 2023
Ongoing CPD has been completed for staff as part of the Therapeutic Schools Award and through in house training by NT and AET trainers HW and DW in TEACH
All SfL staff given full MAPPA training and additional staff such as SSU staff

Race, religion and belief

Continue to implement ideas from the EDI group and to integrate their ideas with those of student council and student leadership.

As part of the literacy plans to update the school reading library, ensure the books selected include a good range of material (including more non-fiction) accessible to both the interests of the current cohort as well as materials that reflect the diverse nature of the school community. This expansion of library resources is planned around providing new reading corners in every classroom as space for a larger library is not possible in the listed building.

EDI working really well – successes include Staff breakfasts each morning. Food lessons cooking a range of recipes linked to Religious festivals and cultural events such as Black History Month. The staff Menopause support group now meet monthly to share and discuss these issues and feedback to SLT

The school library has had new books provided by Friends of Carew and sourced by OUR English dept. Every room now has a reading corner sharing the books out around the school.

All Protected characteristics

Implementing the 2 year Therapeutic Schools award – to embed therapy in our curriculum. Focusing on year 1 themes – 1) Trauma informed practise 2) Attachment 3) Therapeutic Teaching skills

Improve online safety for those students from the key protected characteristics by purchasing and implementing monitoring software.

We have completed the first year of the TSA

SENSO has been introduced to improve online safety and was presented to governors and staff on its use. Any key items and concerns that are raised are addressed through assemblies, RSHE lessons, parent evenings and raised SLT meetings

RELATED POLICIES AND PROCEDURES

Equality and Diversity Policy

Positive Behaviour Policy (Academies)

Curriculum Policy (Local) Relationships and Sex Education Policy (Academies)

SEND Policy

Accessibility Plan