

### **Statement of Principles**

At The Loyne Specialist School we encourage a calm, orderly and friendly environment. We show respect for all members of our community and aim to be consistent in our approach to pupils. We promote positive self-esteem in an inclusive environment that values all. The Single Equality Scheme brings together the Loyne Specialist School's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practice and interactions with the whole school community. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing quality learning experiences for our children and young people.

Our Single Equality policy outlines the commitment of the staff, pupils and Governors of the Loyne Specialist School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At the Loyne Specialist School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any of the protected characteristics outline in the equality legislation.

### **School in Context**

**We aim to:**

- Develop the full potential of each child and celebrate their achievements academically, physically, socially, spiritually and emotionally.
- Deliver a stimulating and specialised curriculum that allows each pupil to develop confidence, independence and self-esteem.
- Create a safe, happy and positive learning environment fostering mutual respect and consideration for others.
- Work in partnership with pupils, parents, teachers, carers and other professionals, valuing the contribution that each makes to learning.
- Promote and extend inclusive learning opportunities within the local and wider community
- Encourage the professional development of all staff to meet the varied and changing needs of all our pupils.

The Loyne Specialist School has been rated outstanding for the last three Ofsted inspections (2014, 2010 and 2007). We have a proven track record in SEN support, Continuous Professional Development and Initial Teacher Training.

### What kind of school are we?

- At The Loyne Specialist School we offer a specialist education for children and young people with learning difficulties. All our pupils have moderate to severe learning difficulties, many also have sensory, physical, and/or medical conditions.
- The school operates within its equal opportunities policies and the ethos of 'Working together, valuing achievement', to strive to achieve the aims outlined in the schools aims as detailed above.
- Numbers of pupils at the Loyne School has risen dramatically over the past few years with 108 pupils currently on roll as per the January census 2016.
- The Loyne Specialist School is a maintained special school designated for pupils with SLD (43%); PMLD (6%); ASD (21% - national average for this type of school is 6%), VI (3%), HI (9%), MSI (0.5%), , SLCN (5%), MLD (9%), PD (9%). Some pupils have complex medical conditions, sensory impairments or present challenging behaviour and the majority have language / and or communication difficulties. All pupils have a statement of Special Educational Need (SEN).

29% of pupils receive free school meals, (significantly above national average)
2% non-white pupils, (national mean in SLD/PMLD schools is 20%).
7% of pupils are from backgrounds where parents first language is not English
Minority ethnic groups are represented in the school staff and pupils, but not on the Governing Body
School has a small number of staff and governors who have disclosed a disability
8% are Children Looked After

### Ethos and Atmosphere

- At the Loyne Specialist School, the leadership of the school community demonstrates mutual respect between all its members.
- There is an inviting and friendly atmosphere to welcome everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. inappropriate behaviour and/or communication (verbal or physical), unwelcome or offensive remarks or suggestion.
- All pupils and staff are encouraged and expected to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

### Policy Development – Meeting Our Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. This policy applies to the whole school community including our Governors. This policy has been developed by the School Business Manager, Headteacher and Governors in conjunction with the local authority's previous equality policies as listed in Appendix A which have been superseded by the Single Equality Policy

### Race Equality

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do.

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination.

The Headteacher and the Deputy Headteacher are the members of the senior management team with designated responsibility for Race Equality. Responsibilities will include the continued monitoring and reporting of racist incidents to the governing body and the LA.

**The school will fulfil its commitment to race equality by:**

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

**Racism/Racial Harassment**

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. All racist incidents will be handled according to Lancashire's Guidelines and Procedures and Racist Incident Report Forms (available from the School Business Manager or School's Portal) completed and given to the Headteacher. The Headteacher will inform the L.A and Governors. See Appendix B for further details regarding reporting of racial incidents.

**Disability Equality**

**What do we understand by "disability"?**

A disabled person (child or adult) is someone who has a **physical or mental impairment**, which has a **substantial** and **long-term** adverse effect on his or her ability to carry out **normal day-to-day activities**. There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial.
- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.
- Some people are automatically deemed to have a disability covered by the Act, those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

**Accessibility**

We must ensure that all pupils have access to:

- The curriculum
- Full access to the school environment
- Written information in accessible formats to pupils and parents

We also ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### **Gender Equality**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic.

#### **What is the difference between sex and gender?**

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### **Sexual Orientation**

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as him or her (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

The Governing Body is committed to eliminating unlawful sex discrimination and harassment and to promoting equality of opportunity between men and women. The Governors and staff of the Loyne School will develop their knowledge and understanding of gender equality.

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Lancashire County Council (the employing body of the Loyne Specialist School) considers that this has been addressed through the implementation of the Equal Pay Review and unified conditions and pay for school teachers.

### **Monitoring and Review**

The Loyne Specialist School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students that is discussed by Senior Leadership Team and Governing Body including:

- Relative Groups (Boys, Girls, FSM, ME, Disadvantaged, ASD, PMLD, SEMH)
- Progress for all groups has been analysed for the above groups and shows no significant differences.

Progress for classes and key stages is analysed and overtime shows no consistency in terms of differences of ability cohorts and age phases. In 2015/2016 analysis shows FE pupils made most progress, followed by Cohorts in KS 1,2,3 and 4.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Curriculum Committee of the governing body receives regular updates on pupil performance information as well as participation of parents in annual reviews, home school visits and parents/carers meetings.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

### **Collecting and Analysing Equality Information for Pupils at the Loyne Specialist School.**

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attainment
- Achievement awards
- Attendance
- Exclusions and truancy
- All forms of bullying
- Parental involvement
- Participation in student council
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Some or all of the information may be contained within documentation arising out of self-evaluation (SEF). For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected. See the School Self Evaluation Summary, the Headteacher's Report to Governors and the Curriculum Committee minutes.

### **Collecting and Analysing Equality Information for Staff and Governors at the Loyne Specialist School.**

The Loyne Specialist School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Equal opportunity monitoring forms are sent out with every job application form which are returned to the School Business Manager who detaches them from the application, collates, and retains them for 12 months.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher supported by the Governors, Deputy Headteacher, Assistant Headteacher and School Business Manager. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the Governing Body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy

### **Staffing and Staff Development**

The names of all our staff and their position within the school are displayed on their ID badges and are also available on the school's website. Records of staffing levels, progress and salary details are held confidentially at school and are accessible only to office staff and the Headteacher and Deputy Headteacher.

We recognise the need for positive role models for our pupils and distribution of responsibility among staff. This includes pupils' access to a balance of male and female staff, who also vary in age.

We actively encourage and support the career development and aspirations of all school staff. All new staff are given a professional development folder on their first day and a formal induction. The folder contains policies that they must be aware of with immediate effect of their employment. These include (as an example only): Health & Safety, Child Protection, Staff Communication, Anti-Bullying, Moving and Handling, Behaviour, Intimate Care, Care and Control, E-Safety and a Staff Handbook. Staff undertake a comprehensive induction process and are each assigned a mentor. Professional development folders remain with staff members for the duration of their time at the Loyne for them to be able to keep ongoing records of training and development and a portfolio of professional progress.

All staff within school have an annual performance review held with their line managers. This allows the leadership team to monitor and track progress, provide and support relevant training and development, celebrate successes and set targets, which dovetail into the School Improvement Plan, for the forthcoming year.

### **Staff Recruitment**

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination. At least one member of each recruitment panel is trained in safeguarding and safer

recruitment to ensure good and safe practice through the recruitment and selection process. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Developing Best Practice**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole curriculum covers issues of equality and diversity.
- Seek to involve all parents/carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development.

At the Loyne Specialist School we have policies that set the expectations and deliver for each area of the curriculum. These are accessible to all staff within school and are available to all parents/carers on request. All our curriculum policies are reviewed by the Headteacher or Deputy Headteacher, Subject Leaders, and Governors on the Curriculum Committee on a regular basis between 12 months – 3 years depending on the nature of the policy. To raise Governor awareness and ensure equality issues are fully embed within future revision of curriculum policies, the Curriculum Committee will invite subject leaders to share examples of how equality issues are addressed in specific policies.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements, wherever possible, and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.
- We meet all pupils' learning needs, including the more able by differentiating planning and setting.
- The school provides an environment which enables all pupils to have equal access to all facilities and resources; Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

### **Curriculum**

At the Loyne Specialist School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

- All students (KS4+) have access to qualifications or accreditation which recognise attainment and achievement and promote progression

### **Resources and Materials**

The provision of good quality resources and materials is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females, people from different ethnic backgrounds and people with a disability.
- Include non-stereotypical images of all groups in a global context.
- Are accessible to all members of the school community.

### **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

### **Extended Learning Opportunities**

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity. We have a number of after school clubs and regularly involve our pupils in learning outside the classroom (LOTC), which all our pupils are given the opportunity to be involved in.

### **Personal Development and Pastoral Guidance**

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

Pupils are encouraged, wherever possible, to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

In addition:

- All pupils/staff/parents/carers are given support, as appropriate, should they experience discrimination.
- We have a School Council for our pupils and a 'Worry' letterbox for any concerns they may wish to raise privately.
- Staff have access to a trained Wellbeing representative in school and set wellbeing drop in sessions on a monthly basis. We hold annual wellbeing insets and have received very positive feedback from staff in response. We also hold weekly 'Give Yourself Ten' mindfulness sessions which all staff have access to. Information regarding wellbeing is displayed on the wellbeing notice board in the staffroom.
- We recognise that perpetrators may also be victims and require support.

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Partnerships with Parents/Carers/Families and the Wider Community**

At the Loyne Specialist School we work closely with parents/carers and the local community to help all pupils to achieve their potential. We actively encourage comments, suggestions and feedback from our parents/carers, staff, governors, outside agencies and the wider community that assist us in the positive development of the school, our policies including Single Equality Policy and School Improvement Plan (SIP).

We involve these groups by the following means and welcome their input:

- Contact with parents/carers through meetings, home visits, home to school diaries
- Dedicated HLTA's focussing upon proactive and reactive strategies to engage parents/carers
- Questionnaires/ Annual Review input
- Staff meetings and morning briefings held 3 times per week
- Discussions with cluster groups
- Termly governors' committee meetings
- Local Authority advisors and external consultants
- 'Chill and Chat' coffee mornings each Thursday for parents/carers and local community
- Community users of Loyne Hydro Pool and family swim sessions during school closure
- Weekly parental engagement sessions such as 'Stay and Play'

### **Roles and Responsibilities**

The School Equality Scheme will be aligned with the School Improvement Plan (SIP).

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.

- The Governors will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- The Headteacher is responsible for the implementation of the Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out, wherever possible, if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers adhere to our commitment to equality.

Please refer to Appendix C of this document for further information regarding roles and responsibilities.

### **Commissioning and Procurement**

School will ensure, as far as possible, that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

### **The measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

### **Publicising the Policy**

The Single Equalities Policy will be published on the schools website for parents/carers, staff and Governors to access. Staff will be made aware of changes to the policy via email and staff briefing. The policy will also be available for staff to access via the policy drive (Y drive). The policy will be reviewed every **3 years** by the Governor's Personnel, Buildings and Finance Committee. An action plan in relation to equality will be reviewed **annually** with any actions/development clearly detailed under a Single Equality Heading within the SIP.

### **Annual Review of Progress**

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan and continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of information gathering activities for race, disability and gender and what has been done with this information.
- A summary from equality impact assessments undertaken.
- An update of the progress made against priorities.
- Celebrating what has been achieved in relation to promoting community cohesion.
- Produce an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan.

**The Loyne Specialist School - Single Equality Policy Action Plan 2018 - 2019**

<b>Planned Outcome</b>	<b>Planned Actions</b>	<b>RAG Blank = On-Going</b>	<b>Timescale</b>	<b>Actioned by</b>	<b>Monitored by</b>
All staff are aware of Single Equality Scheme and raised awareness of responsibilities.	The Single Equality Policy is included in the Induction folder for new staff. Changes to the policy are notified to staff via email and staff briefing. The policy is also uploaded on to the school website		Ongoing	SC,AL	Governors
Staffing and Governing Body is representative of school population.	Recruitment Monitoring Forms for job applicants For all posts are detached from the application form by the Office staff and retained for 12 months for unsuccessful applicants.		Ongoing	SC,AL,AMH	Governors
To have further enhanced our EYFS profile within the community and be ready to extend our provision to nursery pupils.	Refurbishment of current provision, extend links with nursery provision, Publish materials to ensure parents aware of provision, visits to local nurseries, open day. Demonstrate equal access and opportunity		July 2019	Work Stream led by ADP	Governors
To have a clear rationale for residential that demonstrates a structured and cumulative approach from Primary to Post-16.	Investigate new residential establishments, consider the purpose of 'residential', rationale. Strategic overview to ensure equal access	HR retired Further work next Academic year	July 2019	SC,AL,KD,TR	Governors
To pilot a Green Curriculum with 1 class of pupils and monitor and assess the impact of this on mental health and wellbeing (soft and hard data) through Salford University(HEP)	Devise a research proposal and ensure this is passes by the ethics committee Engage parents and seek approval Work with Rob Kennedy (PhD researcher) to baseline, monitor, assess and evaluate impact of Green Curriculum		July 2019	Work Stream Led by KV	Governors
To ensure all staff within school are confident in behaviour support for all pupils including those with the most complex presentation.	Devise training program for all staff teams on PROACT SCIPr Roll out programme for each class delivering bespoke training		July 2019	KV, CB, SW, FG	Governors

	Monitor impact on pupils and staff across year Focus upon increasing inclusive opportunity's through empathic behaviour support				
To ensure our displays and communication methods are diverse and reflect society as a whole whilst supporting pupils in their own, individual understanding.	Audit displays for inclusivity and diversity Roll out informative briefings aiming at raising awareness of simple adaptations. Speak to CiP to ascertain their diversity agenda and if possible work with them on broadening their symbol diversity.		Dec 2018	SC, EK, LB	Governors
School policy format to be accessible to all	Reformat school policies into accessible documents as discussed at Curriculum Committee		Ongoing	TR/KE/AL	Governors

## Appendix A

### Contributing Policies

LCC - Equal Opportunities  
LCC - Race Equality Policy  
LCC - Gender Equality Policy  
LCC - Disability Equality Scheme

**NB:** These policies have been used for reference only for the purpose of compiling the original document in 2012 and have now been fully replaced by the Single Equality Policy.

## Appendix B

### Procedure for Dealing with Equality Related Incidents

Pupils are encouraged to understand that we live in a society, in which appropriate, positive attitudes and behaviour are expected towards all. The school aims to create an environment where no one should experience racial harassment, or discrimination on grounds of disability, gender, sexual orientation, religion, or any other discriminatory grounds as identified under the Equality Act, whether directed at them or at a fellow student.

### Strategies to Encourage Positive Pupil Behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom. Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through;

- The example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.
- Development of multicultural issues and equal opportunities as cross-curricular themes in teaching.
- In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

### Identification

A discriminatory incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect maybe an incident if there is evidence of a motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect e.g. ignorance by any member of the school community of a pupil’s cultural practices which cause the pupil to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of discrimination.
5. Other incidents such as jokes and vocabulary, graffiti, badges and literature.

**Referral**

Pupils will be encouraged to inform staff of any incidents and staff will be particularly vigilant on behalf of pupils who are unable to do this for themselves. Staff will ensure that all reports are taken seriously and any incidents they observe are recorded. Information regarding an incident may be presented by individuals, groups of friends or via parents and will be treated by staff in a sensitive manner. Staff must report directly to the Headteacher without delay, any incident of suspected discrimination.

**Action**

Immediate action by a teacher or supervisor will be concerned with defusing a situation where abuse or attack appears to have taken place, reassuring the victim and encouraging the alleged perpetrator to understand the consequences and impact of her or his behaviour.

An Incident Report Form (available from the office or Schools' Portal) will be completed and passed to the Headteacher without delay. Any action taken will involve discussions with the class teacher. All reported incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved. A copy of the documentation will also be kept in the file in the Headteacher's office. In cases where physical injuries have been sustained and the First Aider is required to attend, then the School Business Manager will inform the Local Authority if necessary and if relevant RIDDOR. Staff will be informed at morning briefing of pupils involved in any serious incident or of any potential incidents and inform them action (if any) to take.

**Appendix C****Roles and Responsibilities****The Governors will:**

- Provide leadership and drive for the development and regular review of the Scheme
- And of other policies.
- Provide leadership and ensure the accountability of the Head teacher and senior staff
- 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 all managers, staff and pupils.
- Celebrate examples of good practice from the school and among individual managers, staff and pupils.
- 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 the provision of 'returns' to the local authority).

**The Headteacher will:**

- 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.
- Ensure that managers and staff are trained as necessary to carry out the policies.
- Oversee the effective implementation of the policies.
- Hold staff accountable for effective policy implementation.
- Provide appropriate role models for all staff and pupils.
- Highlight good practice from individual staff and pupils.
- Provide mechanisms for the sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the School carries out its statutory duties effectively.

**All staff will:**

**Policy Development**

- Be invited to contribute to consultations and reviews.
- Raise issues which could contribute to policy review and development.

**Policy Implementation**

- Maintain awareness of the school's current equality policy and procedures.
- Implement the policy as it applies to staff and pupils.

**Behaviour**

- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme.
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents.

**Public Sector Duties**

Contribute to the implementation of the school's equality scheme.

Reviewed by: Susan Campbell – Headteacher, Anna Lazenbury – School Business Manager.

Date of Review: May 2016

Next Review Date: May 2020

**Action Plan to be reviewed annually.**

**Next review date September 2019.**