Longcause Community
Special School

EQUALITIES POLICY

Signature of Head:	Anne Hutchinson
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Signature of Chair of Governors:	Fred Jenkins
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1. Aims

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The Board of Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and families, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Barney West. They will:

- Meet with the designated member of staff for equality every three terms and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training
- Report back to the full Board of Governors regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Meet with the equality link governor every three terms to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September along with their annual Health and Safety training and Safeguarding training.

The school has a designated member of staff for monitoring equality issues, this is the Headteacher, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic, relationships and sex education (Longcause's LLfL curriculum and Positive relationship curriculum), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies/ with groups of pupils, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's

activities, such as sports clubs. We also work with families to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Equality Strand	Objective	How and impact	Who is responsible for implementing ?	Progress towards
ALL	Publish and promote the equality policy and objectives being developed through the school website, newsletter and staff meetings.	Families included in the school community. Question in annual survey Wider knowledge and understanding of families and children with regard to meeting their needs and addressing any issues concerning any/ all of the protected characteristics.	Headteacher Lead for Welfare	Sept 2023 OFSTED report- pupils needs well met. pupils demonstrated understanding of diversity and protected characteristics. 2024 family survey positive family comments
ALL	To ensure all groups are achieving equally well in terms of progress across their curriculum.	Three times a year, analysis of pupil progress- including Longcause 'Big 10'	Deputy Head Pathway leaders	Sept 23 OFSTED- good and inclining. Pupils making good progress across the school. Curriculum is robust and meeting needs of all. Curriculum pathways meeting diverse need. June 24 Pupil progress monitoring over last academic year shows pupils making progress in each pathway and curriculum area. Subject and pathway leads know how children are progressing through their curriculums.
ALL	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's	Increase in pupils' participation, confidence and achievement levels	All subject leaders Deputy Head	June 24- good examples of this with STEM heroes. History curriculum. English curriculum- ARC and books for reading ladders carefully selected to promote diversity.

	diversity in terms of the protected characteristics.	Wide range of reading books that reflect diversity and where pupils see themselves/those like themselves in the texts	Lead for LLFL Lead for PR Lead for English	
ALL	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc	School council representation monitored by race, religion, gender, disability and where relevant and appropriate any of the other protected characteristics	Assistant head for Positive Relationships Lead for Welfare	June 24- school council working well. Election of members. Charity events, assemblies.
ALL	Ensure the curriculum provides opportunities and experiences for pupils to acquire the necessary skills of play and interact constructively within their peer group	Increase in pupils' participation, confidence and achievement levels Speech and language therapy plans- constructed with therapists, implemented with class staff. Explorers Pathway- curriculum diet PR curriculum	Explorers Pathway lead- Assistant Headteacher EYFS teacher Explorers teachers OT provision tracking and monitoring of care plans put in place after OT input	June 24- Explorers pathway and EYFS curriculum Speech and language therapist plans built into curriculum design.

			Assistant Head (Positive Relationships)	
ALL	Ensure that all pupils are given similar opportunities with regards to school clubs and activities	Pupil participation in extra curricular activities is high Extra curricular activities are accessible for all pupils Staffing is available to support pupil needs within these activities	Toby Clark	June 24 extensive clubs programme for lunchtimes- open access for all.
Race/ Religion	Continue to implement the RE curriculum to develop pupils awareness and understanding of different religions, cultures and communities.	RE curriculum	Headteacher RE subject lead	2024- pupils visit to Mosque, synagogue. Hands on experience. May 2024- pupil residential to Gran Canaria.
GENDER	Ensure equal access to all aspects of learning throughout the school. Access to age appropriate sex education materials which show no bias	No curriculum or activity to be limited by gender	Headteacher Deputy-Headteacher Toby Clark	Curriculums are designed to ensure equal access for all aspects.
RACE/ RELIGION	Ensure that all staff are able to identify the dietary, social and cultural needs of all pupils in school for the pupils they are responsible for.	All pupil needs are met via planning and support networks	Welfare Lead	2024- this is clear on all pupil snap shots now. Additional information shared with staff.

	Continue to develop pupil understanding of life in a multi-cultural society	Work with kitchen staff to develop different foods as needed for individuals. Reduction in number of racial incidents	Assistant head for PR Assistant Head for LLFL	Headteacher has requested changes to Catering and this to be considered when looking at new contract. Number of racist incidents have reduced: Sept 21 2 Sept 22 3 Sept 23 1 None since Sept 23

9. Monitoring arrangements

The designated member of staff for equality and the link governor will update the equality information we publish, described in sections 4-7 above, **annually- Term 4**

This document will be reviewed by the Board of Governors at least every 4 years.
This document will be approved the Board of Governors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Assessment policy
- Curriculum policy
- School admissions policy