



THE CLARE SCHOOL

EQUALITY SCHEME 2017/21

Overarching statement

- In accordance with our vision statement, we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality, gender equality and identity, age, religion or belief, sexual orientation, pregnancy, maternity and breastfeeding, marriage or civil partnership status and equality of accessibility. These will be known in the Equality Scheme as the “Protected Characteristics”.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed in conjunction with relevant School policies.

The Headteacher, or the person nominated in their absence, normally the Deputy Headteacher, is responsible for:

- making sure the School Equality Scheme and its procedures are followed in conjunction with relevant School policies.
- making sure this “Equality Scheme” and relevant policies are readily available and that the governors, staff, pupils and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability and accessibility rights.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender and other Protected Characteristics.
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Headteacher is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme and being aware of the “Protected Characteristics”

RACE EQUALITY PLAN 2017

1. Introduction

This plan sets out how The Clare School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

2. Ethic Monitoring

We monitor ethnic origin for staff through our recruitment and selection procedures and our CRB checks.

We monitor ethnic origin for pupils through our admissions procedures, Statement of Educational Needs and School & Pupil Census.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000

Admissions
Anti-Bullying
Behaviour
Collective Worship/RE
Complaints
Curriculum
Dignity at Work
Equality of Opportunity

Inclusion
Grievance Procedures
Vision Statement
Open Reference
Race Equality
Recruitment & Selection
SMSC Development
Staff Well-Being/Work-life Balance
PSHE/Citizenship
Religious Education

The outcomes of this were:

1. Ensure staff and parents are aware of the school Race Equality Policy and Equality of Opportunity Policies.

We will do this by highlighting the above policies in a Staff Meeting, in a half termly newsletter to parents and on the school website.

2. Ensure multicultural aspects of the curriculum are delivered through the school curriculum e.g. PSHE/Citizenship, Religious Education inc. visiting speakers of different faiths and drama groups etc.

We will do this by continually monitoring and assessing the programmes of study and delivery in the classroom.

3. Ensure the school library is suitably resourced with multicultural material, suitable for the pupils to access.

We will do this by auditing existing stock, seeking views from staff and pupils and liaising with the Local Authority Library Service.

4. Ensure our Recruitment & Selection Policy has no racial bias.

We will do this by recruiting staff according to qualifications and skills and suitability to the post without preconceptions and discrimination.

5. Ensure the school ethos and culture promotes Race Equality.

We will do this by reviewing our Vision Statement on a three year basis in line with the School Improvement and Development Plan Cycle.

6. Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of race.

*All the above policies are reviewed on a rolling programme, which can be found in the Policy Index.

4. Action Plan to address the General Duty to promote race equality
(This builds on from the 2013-16 Action Plan)

i. Promote equality of opportunity

Actions: Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of race.

By whom: Governing Body - Curriculum Committee, SMT, School Staff.

Success criteria : Personalised Curricula for all pupils matched to their Complex Needs. Full access to all opportunities regarding school life.

ii. Eliminate unlawful discrimination

Actions: *Ensure our Recruitment & Selection Policy has no racial bias.

We will do this by recruiting staff according to qualifications & skills and suitability to the post without preconceptions and discrimination.

By whom: Governing Body - Personnel Committee, Headteacher, Deputy Head.

Success Criteria: Robust Policy and staff recruited according to strict criteria at application and interview process.

iii. Eliminate racist harassment

Actions: Ensure staff and parents are aware of the school Race Equality Policy and Equality of Opportunity Policies.

We will do this by highlighting the above policies in a Staff Meeting, in a half termly newsletter to parents and on the school website.

By whom: Governing Body, Headteacher

Success Criteria: Policies highlighted and made available to staff and parents.

iv. Promote good relations between different ethnic groups

Actions: *Ensure multicultural aspects of the curriculum are delivered through the school curriculum e.g. PSHE/Citizenship, Religious Education.

We will do this by continually monitoring and assessing the programmes of study and delivery in the classroom inc. visiting speakers of different faith, drama groups etc.

*Ensure the school ethos and culture promotes Race Equality.

We will do this by reviewing our Vision Statement on a three year basis in line with the School Improvement and Development Plan cycle.

By whom: School Staff monitored by SMT

Success Criteria: The programmes of study within the Curriculum reflect diversity of faiths, culture and ethos. The school ethos and culture promotes Race Equality and prevents Racial Harassment and Incidents across school.

5. How policies and practice are monitored

Information on race equality e.g. employment issues, attainment of ethnic groups will be gathered and monitored to ensure best practice in line with school policies and procedures.

6. How information gathered is used

Information gathered will be used to inform the Governing Body, Headteacher, teaching staff and relevant stakeholders for the following reasons:

- i. Ensure the school policies and procedures promote the elimination of racial bias and harassment.
- ii. To inform the Local Authority and National Bodies through reporting, surveys and audits.
- iii. To ensure our recruitment & selection is following best practice and within statutory workforce legislation.
- iv. Ensure our curriculum does not prejudice ethnic groups.
- v. Ensure our curriculum resources inform and educate pupils about other multicultural faiths.

7. Staff Development

There is a rolling staff development programme linked to the following: The Performance Management procedures for teachers, the Support Staff and Administration Staff and the School Improvement and Development Plan priorities. Opportunities for staff development on racial issues will be available through the above during internal training, local authority training and national training.

8. Annual reporting in relation to the Action Plan, linked to the School Improvement and Development Plan, will occur as follows:

Any incident of Racial Harassment will be reported at every Governing Body meeting.

9. The next Race Equality Plan will be in Autumn 2021 and will build upon this plan's actions, monitoring, and other information.

This policy is on a 4 year cycle and published annually.

Signed: F. Sullivan.....Headteacher

Date 1/10/17.....

Signed: R. W. Kelly.....Deputy Headteacher

Date 1.10.17.....

DISABILITY EQUALITY PLAN 2017

This plan sets out how The Clare School will work to promote disability equality.

Definition:

The definition of disability under the law is a wide one. A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Introduction:

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

The 2010 amendments to the Disability Discrimination Act place a duty on all public authorities when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life and,

- Take steps to take account of disabled persons' disabilities even where that involves treating disabled persons more favourably than their non-disabled peers.

This Disability Equality Plan sets out the ways in which The Clare School will meet its general and specific duties

The Clare School fully supports the vision of Norfolk County Council, namely:-

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

The Clare School endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The Clare School is committed to equal opportunities in every area of school life and recognises the importance of equality for all pupils and staff. The Clare School will continue to build on its good practice in Disability Equality.

This is demonstrated through our school Vision Statement and also permeates through the school policy documents.

Involving Disabled People:

The Clare School has involved disabled people in the development of this scheme by:

- Consulting parents via the school newsletter, Annual Reviews, Parent Consultation Meetings and questionnaires.
- Discussions at School Council Meetings
- Eliciting the view of pupils at Annual Reviews and through the curriculum.
- Talking to staff and Governors who have a disability.

The outcomes of these consultations and subsequent feedback have formulated our priorities for our Action Plan in conjunction with the School Improvement and Development Plan cycle that includes Curriculum/Subject Development Plans and the Sensory Development Plan.

Gathering Information

The Clare School will continue to collate data and evidence to ensure that policies and practices meet the legal responsibilities of the Disability Equality Scheme. Data will be collected on the number of applications from disabled people and the success rate at interview. Procedures will be in line with the school **Recruitment & Selection Policy**.

Development and Retention of Disabled Employees

The Clare School will monitor the satisfaction of disabled employees with the arrangements made for them e.g. access to the Staff Room, Classrooms, provision for specialist equipment, arrangements at medical appointments. Data will be collected during the staff induction, through use of questionnaire and an exit survey.

Education Opportunities available to disabled pupils

The Clare School is a school for physically disabled pupils and students. Pupils experience a wide range of opportunities such as:

- A broad and balanced curricula including the National Curriculum, personalised learning opportunities, such as Work Experience, Work Related Learning, music therapy, communication workshops, sensory provision, Extended Schools Programme (that includes residential camps etc).
- Access to therapy specialists e.g. Physiotherapy, Occupational Therapy, Speech & Language, School Nurse and a Guidance Adviser.
- Access to specialised and highly qualified teaching and support staff and a range of other professionals.

Achievements of disabled pupils

Children, pupils and students at The Clare School have a full range of formal achievements and qualifications according to their learning needs e.g, GCSE's/ Entry Level. As well as the above, pupil/students participate in a Sports Leadership programme, a range of ASDAN Programmes and the TITAN scheme. Pupils/students have the opportunity to access very strong sporting and an Extended Schools Programme e.g.

- Lunchtime Clubs
- Appointment of a Sports' Instructor
- Extra curricular Youth Club, Saturday Club, Summer Scheme
- Residential trips and Day trips

All pupils are tracked on a pupil database and their individual/group achievements analysed and reported to the Governing Body and parents. Analyse of data for comparison and value added purposes can take the following form:

- Individual value added
- By class group, key stage, gender, ethnic grouping, disability e.g. sensory, complex medical need.
- Dual placement/Inclusion pupils compared to other pupils.
- Comparison with disabled/non-disabled in mainstream.

The information gathering detailed above will enable The Clare School to review the effectiveness of its Action Plans and inform the School Improvement and Development Plan.

Impact Assessment

The Clare School is keen to ensure that none of its policies and practices disadvantages disabled people. All school policies/plans have been assessed in regard to the general duties under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001.

The outcomes of this were:

- Increasing the independence for all pupils around the school. This has meant putting in more automatic doors and laying a sensory trail around school including objects of reference. This will also mean the eventual removal of the mobiles and increasing specialised classroom furniture and purchase of high specification communication and recording devices.
- The development of Eyegaze technology to enable children/pupils/ students who have difficulty with mobility to learn independence skills.
- Placing a ‘Sound Field’ system in the Hall and various areas of the school to support hearing impaired pupils, staff and visitors.
- Ensuring the curriculum is personalised and appropriate for all learners and in particular the pupils who have very complex needs.
- Re-examining our care and support procedures e.g. Norfolk Steps, Moving and Handling and other relevant procedures including behavioural to ensure pupils and staff are not disadvantaged by inadequate practice.
- Install overhead hoists in all relevant and necessary areas of the school.

Action Plan to address the disability equality duty

i. Promote equality of opportunity between disabled persons and other persons (see also Accessibility Plan)

Actions: Install overhead hoists in all relevant and necessary areas of the school, to ensure all moving and handling procedures are safe, the dignity of the pupil is maintained and to ensure staff physical well-being is preserved.

By Whom: Headteacher, Premises Team, Senior Support Assistant

Success Criteria: Overhead Hoist System in all relevant and necessary areas.

ii. Eliminate unlawful discrimination

Actions: Re-examine our care and support procedures e.g. Norfolk Steps, Moving and Handling and other school procedures including behavioural to ensure pupils and staff are not disadvantaged by inadequate practice.

By whom: SMT - Key Support Staff with additional responsibilities.

Success Criteria: Relevant School procedure, regularly monitored to reflect good practice and to keep pupils and staff safe.

iii. Eliminate harassment related to disabilities

Actions: Ensure staff, parents, pupils are aware of disability harassment within the Community and knowing who to go to.

By whom: SMT, Independent Parental Supporter

Success Criteria: School mechanism in place to inform and support staff, parents and pupils.

iv. Promote positive attitudes to disability

Actions: To continue to ensure the curriculum is personalised and appropriate for all learners and in particular the pupils who have very complex needs.

By whom: Governing Body Curriculum Committee, SMT

Success Criteria: A Curriculum continually monitored that is personalised and appropriate for all learners

v. Encourage participation by disabled people

Actions: To further install 'Sound Field' systems around the school to support hearing impaired pupils, staff and visitors e.g. assemblies, school events, parent consultation evenings, class lessons.

By whom: The Sensory Department, Headteacher

Success Criteria: Systems already in place in the Hall, Science Room, Life Skills Room and Performing Arts Room. This will be a rolling programme and further systems installed where suitable and as the budget allows.

vi. Take steps to take account of disabled people's disabilities

Actions:

To continue to increase independence for all pupils around school. This will mean staff/pupils/visitors will have independent access to all relevant areas through automatic doors, laying a sensory trail around the school and including objects of reference. This will also mean the eventual removal of the mobiles and more specialised classroom furniture and purchase of high specification recording and communication devices for pupils to access their learning eg, eye gaze, laptops.

By whom: Headteacher, SLT Department, ASA (Assistive Support Assistant), Sensory Dept, Premises Dept.

Success Criteria: All steps are taken to ensure all staff/pupils/visitors have independent access to all relevant areas of the school and pupils have access to resources to aid their learning.

Disability Monitoring

This will be done by the Headteacher and SMT, The Headteacher will report back to the Governing Body on the last meeting before the end of the academic year.


Staff Development

There is a rolling staff development programme linked to the Performance Management procedures for teachers, the Appraisal Support Staff and Administration Staff Performance Management and the School Improvement and Development Plan priorities. Opportunities for staff development on disability issues will be available through the above during internal training, local authority training and national training.

Annual reporting in relation to the Action Points, linked to the School Improvement and Development Plan, will occur at the last Governing Body Meeting of the Academic Year.

The next Disability Equality Plan in 2021 will build upon this plan's actions, the results of monitoring, and other information.

This policy is on a 4 year cycle and published annually.

Signed: .....Headteacher

Date1/10/17.....

Signed: .....Deputy Headteacher

Date1.10.17.....

GENDER EQUALITY PLAN 2017

1. Introduction

This plan sets out how The Clare School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010

2. Impact Assessment

The outcomes of this were:

1, Ensure our Recruitment & Selection Policy has no gender bias. We will do this by recruiting staff according to qualifications and skills and suitability to the post without preconceptions and discrimination.

2. Ensure the school pay and working conditions and sickness and absence procedures has no gender bias in our practice. Ensure our Appraisal/ Performance Management and Staff Development procedures enhance opportunities for all staff.

We will do this by reviewing our 'Pay & Conditions', 'Time off Work' and Well-Being, Work/Life balances, Appraisal/Performance Management and Staff Development policies. We will work in consultation with the Local Authority Personnel Department to ensure equality in pay and working conditions, sickness and time off work conform to statutory regulations.

3. Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of gender. We will do this by monitoring the curriculum, teaching and learning styles and tracking pupil assessment data.

4. Ensure boys and girls have an equal voice and participation in school. We will do this by making sure there is equal participation amongst the sexes on the 'Pupil Voice'.

5. Ensure the school ethos and culture promotes Gender Equality. We will do this by reviewing our Vision Statement on a three year basis in line with the School Improvement and Development Plan cycle.

3. Action Plan to address the Gender Equality Duty

i. Eliminate unlawful sex discrimination.

Actions: To ensure our Recruitment and Selection Procedures are fair and transparent.

By Whom: Governing Body Personnel Committee, Headteacher and Deputy Head.

Success Criteria: Recruitment and Selection Procedures monitored regularly to ensure they are fair and transparent

ii. Eliminate harassment related to gender

Actions: Ensure boys and girls have an equal voice and participation in school. We will do this by making sure there is pro-rata representation amongst the sexes on the 'School Council'.

By whom: Senior Management Team (particularly Deputy Head Teacher)

Success Criteria: Pupil Voice and other pupil representative bodies containing pro-rata representation

iii. Promote equality of opportunity between men and women

Actions: Ensure the school pay and working conditions and sickness and absence procedures has no gender bias in our practice. Ensure our Appraisal/ Performance Management and Staff Development procedures enhance opportunities for all staff.

We will do this by reviewing our 'Pay & Conditions', 'Time off Work' and 'Well-Being', 'Work/Life balance', Appraisal Performance Management and Staff Development policies. We will work in consultation with the Local Authority Personnel Department to ensure equality in pay and working conditions, sickness and time off work conform to statutory regulations.

By whom: Governor Personnel Committee, Headteacher and SMT

Success Criteria: All statutory regulations conform and enhancing opportunities for all staff

iv. Other Actions

Actions: Ensure the school ethos and culture promotes Gender Equality.

We will do this by reviewing our Vision Statement on a three year basis in line with the School Improvement and Development Plan cycle.

By whom: All staff

Success Criteria: School ethos and culture promotes Gender Equality.

v. Promote equality of opportunity between boys and girls

Actions: Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of gender. We will do this by monitoring

the curriculum, lesson observations (in particular, personalised curriculum opportunities for pupils and appropriate staff teaching delivery, tracking pupil assessment data and Extended School Opportunities).

By whom: Governor's Curriculum Committee, Headteacher, SMT

Success Criteria: All pupils, regardless of gender, have maximum opportunity and access to the Curriculum and school life.

4. Gender Monitoring

This will be done by the Headteacher and SMT. The Headteacher will report back to the Governing Body on the last Governing Body meeting before the end of the academic year.

5. How information gathered is used

Information gathered will be used to inform the Governing Body, Headteacher, teaching staff and relevant stakeholders for the following reasons:

- i. Ensure the school policies and procedures eliminate gender bias and harassment.
- ii. To inform the Local Authority and National Bodies through reporting, surveys and audits.
- iii. To ensure our recruitment and selection is following best practice and within statutory workforce legislation.
- iv. Ensure our curriculum does not prejudice any gender group.
- v. Ensure our curriculum resources inform and educate pupils about gender issues.

6. Staff development

There is a rolling staff development programme linked to the following: The new Appraisal/Performance Management procedures for teachers, the Support Staff and Administration Staff Appraisal/Performance Management and the School Improvement and Development plan priorities. Opportunities for staff development on gender issues will be available through the above during internal training, local authority training and national training.

7. Annual reporting in relation to the Action Plan will occur as follows:

The last Governing Body meeting of the academic year.

This policy is on a 4 year cycle and published annually.

Signed:.....F. Johns.....Headteacher

Date6.10.17.....

Signed:.....R. Widge.....Deputy Headteacher

Date6.10.17.....

ACCESSIBILITY PLAN 2017

*(as required by the Special Educational Needs and Disability Act
(SENDA) 2001)

1. Introduction

This plan sets out how The Clare School will work to ensure equality of accessibility for all students/pupils.

2. Impact Assessment

The outcomes of this were:

- To increase independence of all pupils around school. This will mean putting in more automatic doors and laying a sensory trail around school including objects of reference. This will also mean the eventual removal of the mobiles and more specialised classroom furniture.

- Ensure the curriculum is personalised and appropriate for all learners and in particular the pupils who have very complex needs.
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- Placing a ‘Sound Field’ system in the Hall and various areas of the school to support hearing impaired pupils, staff and visitors.
- Ensuring all areas are disability accessible including car parking/toilet facilities/Reception waiting room area.
- Ensure all students/pupils have access to a range of Post 16 opportunities.
- Increase support for the high technology communication users to enable equal access to the curriculum. *See also Disability Plan.
- Increase influence of Pupil Voice
- Ensure all pupils have equality of opportunity at their Annual Review.
- Install overhead hoists in all relevant areas when required to ensure pupils have access to correct moving and handling procedures.

Action Plan to address the Accessibility Plan

i. Improvements in access to the curriculum

Actions:

*To continue to ensure the Curriculum is personalised and appropriate for all learners and in particular the pupils who have very complex needs.

*Increase support for the high technology communication users to enable equal access to the curriculum.

*Ensure all students/pupils have access to a range of Post 16 opportunities.

By whom: Governors Curriculum Committee, SMT, Teaching Staff

Success Criteria: All pupils/students have the appropriate access and accreditation for their complex learning needs and can reach their maximum achievement level.

ii. Physical improvements to increase access to education and associated services

Actions:

*To continue to increase independence for all pupils around school. This will mean putting in more automatic doors and laying a sensory trail around school including objects of reference. This will also mean the eventual removal of the mobiles and more specialised classroom furniture.

iii. Improvements in the provision of information in a range of formats for disabled pupils.

Actions:

*Increase influence of Pupil Voice

*Ensure all pupils have equality of opportunity at their Annual Review.

*Placing a 'Sound Field' system in the hall and various areas of the school to support hearing impaired pupils, staff and visitors.

By whom: Headteacher, Deputy Headteacher, Head of Sensory Department,

Success Criteria: Continued improvement in the provision of information offered to pupils to enable access.

Other actions:

Actions: To continue to ensure all areas are disability accessible including car parking, toilet and Reception Waiting Room facilities

By Whom: Headteacher, Governor Premises Committee, Health and Safety Co-ordinator, School Premises Body.

Success Criteria: All relevant areas of the school are disability accessible to staff, pupils and visitors.

6. How policies and practice are monitored

Information of equality of accessibility will be monitored through Governors Premises Inspection, Health & Safety audits, curriculum reviews. Attainment of the more complex pupils and opportunity of access for pupils around school.

7. How information gathered is used

Information gathered will be used to inform the Governing Body, Headteacher, Teaching Staff and relevant stakeholders. It will be used to ensure the school site and curriculum is accessible for all pupils/students, staff and visitors. Information will inform the School Improvement and Development Plan and the Premises Plan.

8. Staff Development

Opportunities for staff development on accessibility issues will be available through internal training, local authority training and national training. It will form part of a rolling programme on staff training.

9. Annual reporting in relation to the Action Plan, linked to the School Improvement and Development Plan, will occur as follows:

Progress of the plan will be reported at the last Governing Body meeting of the Academic Year.

This policy is on a 4 year cycle and published annually.

Signed:.....F. Johnston.....Headteacher

Date5/10/17.....

igned:.....*R. W. C. B. J.*.....Deputy Headteacher

Date*5.10.17*.....

This Policy is to be reviewed Autumn Term 2021

