

Queensmill School

The Equality Act 2010 – School Policy from 2012

This school community agrees with the beliefs stated in the Equal Opportunities Policy (1998) of the London Borough of Hammersmith and Fulham:

“We believe:

- in a fair society that gives everyone an equal chance to learn, work and live free from discrimination, harassment, victimisation and prejudice
- that the diversity of our community is an asset
- In fighting against discrimination.

We recognise types of discrimination; direct disability discrimination- treating a disabled pupil less favourably than another because of their disability, indirect disability discrimination- a practice, provision or criterion and discrimination arising from disability- treating a pupil unfavourably because something that results from, or connected with, their disability.

Our school mission statement:

“A caring environment where we respect and value children for what they are, help them to understand the world around them and teach them the skills to manage their autistic behaviours.”

This mission statement, written by all staff in autumn 05 and reviewed on an annual basis since then, reflects the way that staff at Queensmill feel about the way everyone at the school is treated, both adults and children, and the service we offer to our children. Each of our children has a diagnosis of Autistic Spectrum Disorder (ASD). We look at each child as an individual and assess how their autism affects them; we then design individual programmes that are based on their assessment and linked to the National Curriculum. This is reflected in our IEPs which cover the Triad of Impairments and sensory needs. Where children have additional special, physical or medical needs we incorporate these needs into their educational and care plans.

All of our children have some degree of learning difficulty that may be caused by their ASD or by additional learning difficulties. At Queensmill we design the curriculum so that it can be differentiated to meet the needs of each child and their learning needs. We measure academic progress- in the EYFS using the Statutory Framework for the Early Years Foundation Stage (EYFS).and the EYFS profile , on P-Scales (scales of assessment that are at levels that lead up to the first level of the National Curriculum) and on NC levels. We measure progress in learning to cope with behaviour related to autism through the IEP targets, Personal Learning Plans, the SCERTS framework and through Personal, Social, Health, and Citizenship Education (PSHCE). All children have access to all subjects of the curriculum. We use the National Curriculum, differentiated to

meet individual needs, as a vehicle to address the triad of impairments. The outcomes of Every Child Matters apply equally to all of our children.

We arrange all elements of our school to ensure equality of access including (though not limited to) teaching and learning, classroom organisation, the timetabling, access to all our facilities and grouping of our children and young people.

We gather ongoing data and compare results from year to year. As part of our data analysis, we look to see if there are significant differences in results of boys and girls, children in different ethnic groups, Looked After Children, children with additional medical needs, etc. All groups of children, whatever their background or ethnicity, will be encouraged to achieve their best. Any racial incidents would be dealt with by SMT and reported to the LEA using the agreed procedures. We have a rich cultural mix of students in the school that is reflected in the staff and the governors, and aim to celebrate that mix through assemblies, the curriculum, resources, displays and visitors who can show us more about their culture.

We recognise that we will always have many more boys than girls as ASD affects boys more than girls and because of this we aim to help our girls to have some time with other girls in the school or in other schools through inclusion. We have a predominately female staff, and keep in mind during the recruitment process that we would like to employ more male staff if possible. We follow the duties outlined in "The Gender Equality Duty and Schools" published in March 07.

The implications of the **Equality Act 2010** are the following:

1. Direct Discrimination

This can occur when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic. Previously this applied to race, religion or belief and sexual orientation, but now covers age, disability, gender reassignment and sex.

2. Public Sector Equality Duty

The aim is to embed equality consideration within the day to day work of a school, helping the school to deliver its overall objectives in ensuring that children and young people reach their full potential in educational attainment, and securing their safeguarding and well-being.

Three aims of the general duty in relation to all CYP and particularly those with protected characteristics are:

1. to eliminate discrimination, harassment, victimisation and other conduct that is prohibited by or under the Equality Act 2010.

2. to advance equality of opportunity between persons who share a protected characteristic and those who do not
3. to foster good relations between persons who share a protected characteristic and those who do not

In order to do this, the school will:

- a. remove or minimise disadvantages suffered by people due to their protected characteristics
- b. meet the needs of people with protected characteristics
- c. encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

At Queensmill we do not discriminate in the employment of staff on grounds of gender, transsexual status, race, disability, sexual orientation, religion, pregnancy and maternity, belief or age. We have procedures to deal with any form of discrimination or bullying against any adult or child, in relation to race, ethnicity, disability, gender or sexual orientation. Any complaint would be brought to a member of the Senior Management Team (SMT) in the first instance, and then, where necessary, reported to the Local Education Authority (LEA). We are aware of the implications of the Disability Discrimination Act, particularly in terms of admissions, access and exclusions. We seek to make any reasonable adjustments and work with any agencies necessary to ensure equality. The primary school building, being on five floors, is not adapted to allow ease of access to people with mobility needs, however our new secondary department site is on one level and so where mobility needs require they can be met within this building. . The school has a clear Child Protection (CP) Policy that is known and reviewed annually by all staff. If any member of staff has a concern about a child with regard to suspected physical abuse, sexual, emotional abuse or neglect they should talk to the CP officer in school (the Headteacher) or in her absence the Deputies, who will make a decision whether or not to make a referral to social services. If the complaint is against the Headteacher, the staff should talk to the Chair of Governors, Mike Walsh and link Governor for Safeguarding Georgie Clooney (contact details from Jan in the school office).

All Subject Leaders are aware of the contents of this Equality Policy. Subjects are presented in a way that allows access to all pupils no matter what their special educational needs, that is motivating to both boys and girls, that respects all people no matter whatever their developing sexuality or family circumstances, and that recognises and celebrates all cultures. They also aim to give opportunities to all to develop in spiritual, moral, social and cultural education through their subject, and to plan lessons which allow our children to experience awe and wonder.

Reporting duty:

2011/12:

The school continues to ensure that the duties above are adhered to. As a result, the school has enabled its population of children and young people with severe autism to make outstanding progress. There have been no racist or bullying incidents, no short or long-term internal or other exclusions. The school continues to analyse its data according to the categories of protected characteristics. The analysis in this reported year show that there are no limiting characteristics other than the effect that autism has on our pupils' thinking and learning.

Monitoring of this policy

Issues arising from the implementation of this policy will be monitored by members of the Management Team.

First draft January 06 sent to all staff

Second draft incorporating views of staff Jan 06

Governors' Curriculum Committee 16th May 06

Review date: Summer 07

Reviewed to include recent legislation on equality and diversity and the Equality Act (Sexual Orientation) Regulations 2007 and The Gender Equality Duty and Schools published in March 07.

Revised version to all staff October 07.

Governors' Curriculum Committee Autumn 07.

Reviewed June 2010

Amended: March 2011

Amended in relation to the Equality Act 2010 in January 2012

Published on the school web in Spring 2012.

Reviewed May 2014

Policy reviewed – January 2016

Reviewed by *F Adu*.....

Date for next review – January 2017

Policy reviewed – Oct 2017

Reviewed by *F Adu*.....

Date for next review – October 2018