



Broadfield Specialist School

Equality Duty, Statement and Objectives Policy

Ethos and Values

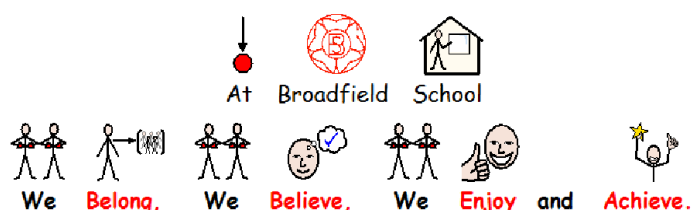
This Policy is in line with our School Mission Statement:

'Our vibrant learning community includes and values everyone, inspiring all to succeed'

And our School Aims:

- To deliver a relevant, purposeful and responsive curriculum applied in a 'real life' context
- To provide expertise for SEND with specialist teaching and learning environments and highly trained and committed and professional staff
- To offer a personalised learning journey taking into account students strengths and future aspirations
- To foster a safe nurturing environment which promotes care and respect for everyone
- To develop students personal independence and prepare them for adulthood by building confidence.

We explain this ethos to our students with our School Motto:



Public Sector Equality Duty - The legislative framework

As public bodies, local authority-maintained schools must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means we must publish:

- details of how our school complies with the public sector equality duty, which is described within this policy and updated every year
- our school's equality objectives, which are listed within this policy and updated at least once every 4 years

The School will ensure that it meets all responsibilities and has due regard to The Equality Act 2010. This provides a simple, modern and accessible framework of legislation which protects the rights of individuals from unfair treatment and promotes equality of opportunity for all. The Equality Act replaces previous anti-discrimination laws with a single Act and covers nine equality strands, known as 'protected characteristics'- age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, and sexual orientation.

Statement of Equality

The staff, students and governors of Broadfield Specialist School are committed to promoting inclusion in all areas and valuing diversity. We are committed to treating all people fairly and creating a community in which everyone has the opportunity to fulfill their potential.

We believe that equality of opportunity should be available to all members of the school community, and every member of the school community should feel safe, secure, valued and of equal worth.

The principles and commitment of this Policy will apply to all members of the school community and will be embedded across all policies and procedures, with all members having a role in setting an example of good practice and contributing to its success.

As a Specialist School for Special Educational Needs and Disabilities (SEND), we actively reduce barriers to learning and seek to promote participation for all, responding to and embracing the diversity of our students and our local community. We believe that cultural and social differences are an important learning resource that supports learning and social development and helps all students to feel that they are valued and important members of our School. This prepares our students for a life in a diverse society.

We believe that the curriculum within Broadfield School accurately reflects the cultural diversity of our society so that students have an appreciation of the contribution made by other cultures, even if they have not directly encountered them within School.

Equality should permeate all aspects of school life. All our school activities value the diverse composition of both our school community and the wider society. This Policy will apply to all areas of school activities whether curricular, sporting, extra-curricular, enrichment or extended learning. Our school offers a wide range of extended services activities and our aim is for students and families to have opportunities to build successful relationships with others from all aspects of the local, wider, and global community through a variety of visits and activities.

All documentation, communication and publicity will be designed to be non-discriminatory and will emphasise equality and the value of diversity. Our aim is that all groups will be equally represented. We welcome minority groups within the school community. All applications are treated fairly and without discrimination.

We are committed to treating all members of the school community fairly and with dignity and respect, taking a zero-tolerance approach to any form of discrimination, victimisation or harassment. We believe that by the application of anti-discriminatory measures we can help to remove ignorance and misunderstanding and uphold British Values.

We maintain a pro-active and supportive pastoral system which supports each individual student and reflects individual needs and requirements. We ensure that students feel safe within school and if they have any concerns, that they know who to approach in order that their issues are addressed appropriately. We are completely opposed to all expressions or acts of a racist, sexist, homophobic or discriminatory nature. We will deal with all such incidents according to the agreed policies and procedures for dealing with bullying or behaviour or within the Complaints Policy.

Equality Objectives

We will:

- Provide a policy framework which demonstrates our commitment to equality;
- Monitor and review our policies on a regular basis to ensure they are in place to treat people fairly and proportionally, to remove barriers, eliminate discrimination and address disadvantage;
- Place a very high priority on enhancing the provision for SEND. We will make reasonable adjustments in our endeavor to meet all students' learning needs and to provide an environment in which all students have equal access to all facilities and resources;
- Ensure that our staff uphold and underpin our values by promoting fundamental British values, tackling discrimination and providing good, positive role models in their approach to all issues relating to equality of opportunity;
- Enable our students to be aware of their rights and responsibilities to be tolerant, respectful and understanding of all others in the school community, local community and wider society through teaching them about British Values - democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief;
- Provide a working environment free from discrimination, bullying, harassment and victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity where those with a protected characteristic could experience a disadvantage because of that characteristic or are disproportionately under-represented in a particular activity;
- Promote positive attitudes and foster good relations between people who share a protected characteristic and people who do not share it;
- Undertake training to ensure our staff and governors understand what equality law means for them and the school and how to embed this into practice;
- 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.
- Undertake workforce monitoring and student data analysis to ensure those with protected characteristics are not being discriminated against or disadvantaged;
- Recognise and promote the value of diversity in the workforce, implement fair and equal employment practices and access to opportunities for professional development
- Support evaluation activities that moderate the impact and success of this policy.

School Context

Ways in which we uphold and underpin our Statement of Equality and our Ethos and Values, during our day to day practice:

Whole school community

- We work in close partnership with local mainstream schools and colleges to provide inclusive link opportunities and work experience opportunities
- We offer a 'Reaching Out' service, providing School to School advice, training and support to local mainstream primary and secondary schools to meet the needs of SEND students
- We work in partnership with other providers to ensure our learners' needs are met in a variety of ways particularly those that may not be available on our school site.
- We seek to develop effective links with all members of the local community and have a Extended Services coordinator who ensures that our practice in this area is fully inclusive
- We have made extensive adaptations to the building and provided equipment for students with physical difficulties and complex medical needs. We have vehicles which are accessible for our wheelchair users
- Leadership of the school community demonstrate and promote mutual respect between all members of the school community
- We welcome everyone to the school, and all students are encouraged to greet visitors with friendliness and respect
- Discrimination in any form will not be tolerated. All members of the school community use appropriate language which
 - does not transmit or confirm stereotypes, and indeed challenges them
 - does not offend or refuse to acknowledge inadvertent offence
 - creates and enhances positive images of particular groups known as 'protected characteristics' at the beginning of this document
 - creates the conditions for all people to develop their self-esteem
 - uses accurate, and most up to date language in referring to particular groups or individuals and challenges in instances where this is not the case.

Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Have numerous dedicated roles within our staff team and staff trained in specialist strategies and approaches, to remove any barriers to accessing the curriculum, including provision for students who are bi-lingual or EAL
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all students
- Consider the physical learning environment - both internal and external, including displays and signage, to provide equality of access for all students
- Provide access to qualifications for all students at all levels which recognise attainment and achievement and promote progression

- Use resources and materials which reflect a variety of viewpoints, and realistic representation of a diverse society with positive and non-stereotypical images of all groups in a global context
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to explore concepts and issues relating to their own identity, culture and religion
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Provide opportunities to celebrate difference and diversity of others, to break down barriers and bring people together
- Foster good relations between people who share a protected characteristic and those who do not
- Develop students advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the curriculum reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity. All subject leaders' departments, where appropriate, will promote and celebrate the contribution of different cultures to the subject matter
- Follow a curriculum which includes RE and Citizenship and ensures the promotion of positive attitudes towards diversity, preparing students for life in a diverse society
- Work in partnership with parents/carers and families to help all students to achieve their potential. All parents/carers are encouraged to participate in appropriate school activities
- Staff will ensure that students are aware of their rights and responsibilities with respect to equality, both within School and in the wider community
- Staff will present positive role models for all groups of students and will explore issues within the curriculum relating to discrimination and prejudice
- Methods of teaching and learning and displays around the school will promote British values and place emphasis on the value that diversity brings to the school community rather than the challenges
- Provision is made to cater for the spiritual needs of all the students through planning of assemblies, classroom based and externally based activities
- Student expectations 'This is what we do' reinforce equality and eliminate discrimination by encouraging tolerant and respectful behavior towards others
- We ensure that all students receive an education that is appropriate to their needs, planning the curriculum to ensure that all students have equal access and that the needs of individual learners are considered and do not disadvantage any member of our School community
- We constantly monitor and evaluate the progress and achievement of all students and have high expectations to ensure that everyone achieves their full potential. As part of this process, we monitor the performance of specific groups of students, some of whom are classed as 'protected characteristics', which we compare with the progress of other students outside those groups;
 - Gender
 - Autism Spectrum Disorder
 - Free School Meals
 - Ethnic minority

This information allows us to take appropriate action by providing specific support to meet the needs of students as required, where progress is not as good as it should be. This School performance information is compared to national data and local authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances. The governing body receives regular updates on pupil performance information.

- We also monitor a range of other information relating to:
 - Attendance and truancy
 - Exclusions
 - Discriminatory incidents including racism, sexism, homophobia, disability related harassment and all other forms of bullying
 - Parental involvement
 - Participation in Extended Learning Opportunities, mainstream school and college links, work experience placements.

Personal Development and Pastoral Guidance

Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community.

All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

We will deal effectively and proactively with regard to incidents of harassment or discrimination in the School and classroom, ensuring that:

- Students are aware of to whom to make a complaint and where they can get help
- Staff are approachable to concerned students and give appropriate support to students who feel that they are affected by discrimination
- All students/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support

Staffing and Staff Development

All those involved in the staff recruitment and selection process are trained and aware of what they should do to avoid discrimination and to ensure equality good practice. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Equalities policies and practices are covered in all staff or student placement inductions. Our Staff 'Code of Conduct' and 'Guide to Good Practice' outlines expectations that staff should conduct themselves professionally and model tolerant, respectful behaviour towards others.

We recognise the need for positive role models and distribution of responsibility among staff, including access to a balance of male and female staff at all key stages where possible. We encourage the career development and aspirations of all school staff and equal access to

opportunities for professional development. It is our policy to provide all staff with equal access to a training and development programme, which will increase awareness of the needs of different groups of students.

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of intimate personal care or privacy are involved.

Roles and Responsibilities

Our governing body will ensure that the school complies with statutory requirements.

The headteacher has day-to-day responsibility for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support. The headteacher will report progress to the governing body.

Our staff will 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 students with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school are aware of our commitment to equality.

Policy Development

This policy applies to the whole school community.

The policy can be found on the school website, and in the staff policy file.

The policy will be reviewed and revised as part of an annual cycle to ensure that it meets changes to legislation and the needs of the School, Governors, staff and students.

This policy should be read in conjunction with all other policies within School in order that equality is integral to each individual policy's development and review. All of our School Policies should avoid negative or adverse impacts of services on the nine 'protected characteristics'.

Developed by	Date	Amended by	Date	Approved by	Date
A.Field AHT	April 2012			Governors	21/05/2012

		A.Field AHT	Jan 2015		
		C.Crawshaw DHT	March 2018		
				SLT	07/03/2018
				Governors	20/03/2019
		C.Crawshaw DHT	Jan 2020	L.Preston Governor	Jan 2020
		C.Crawshaw DHT	April 2021		
		C.Crawshaw DHT	January 2023	Governors	20/02/2023
		C. Crawshaw DHT	April 2024		
		C.Crawshaw DHT	October 2025	Governors	12/11/2025