



Arbour House

Equality and Diversity Policy

We are committed to ensuring that every member of the Arbour House community, whatever their position, race, gender, sexual orientation, disability or religion is given the same chance as any other to access the services and support of the school.

Policy Review Date: **November 2017**

The following Equality and Diversity Policy should be read and used to assist in identifying and reviewing specific arrangements and responsibilities for Equality and Diversity at Arbour House School and adapted as necessary.

The purpose of this policy is to ensure that there is a plan in place for how Equality and Diversity is managed, and to ensure that staff are aware of their responsibilities and arrangements.

Policy Statement

The policy outlines the commitment of the staff and Proprietors of Arbour House 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; celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Proprietors
- Multi-agency staff linked to the school
- Visitors to school

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 Arbour House School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Mission Statement – Making a Difference

In partnership with the parents and the community, our aim is to make a positive difference to the lives of all the pupils in the school. This can be expressed in the following general aims:

Aims for the Pupils

- To develop their knowledge, skills, experience and imagination to their maximum;
- To be able, by the end of their school careers, to take a full and active part in society as independently as possible.

Aims for Teaching and Learning

- To provide a bespoke education which are more effective than that offered in a wider educational environment for children with complex social and communication learning difficulties;
- To provide real life learning situations and tasks which are stimulating, informative, planned and relevant;

- To minimise the effect of, or compensate for any disabilities;
- To provide the best quality teaching;
- To provide a curriculum which goes beyond the classroom and prepares the pupil for the adult world of work and leisure.

Aims for the school

- To be a place in which the children feel confident, safe and secure;
- To be a place where the pupils and their parents feel individually known and with which they are proud to be connected;
- To be an organisation, which is highly regarded and valued by the pupils, parents and the community;
- To be an environment in which it is a pleasure to work.

Philosophy

We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. Our school admissions policy is equally open to pupils of all groups.

Policy Development

This policy reflects the vision and mission of Arbour House school community. In future years will be drawn up as a result of discussing within a working party made up of representatives of teaching and support staff, parents, proprietors, pupil representatives and community representatives.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring and this will be identified in the School Development plan. The Executive Headteacher will be responsible for co-ordinating the monitoring and evaluation of this policy by:-

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community;
- Supporting positively the evaluation activities that moderate the impact and success of the policy.

We will regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy

Arbour House will regularly assess pupils' learning and use this information to track pupils' progress. As part of this process, we will monitor the performance

of different groups, to ensure that all groups of pupils are making the best possible progress. We will use this information to adjust future teaching and learning plans, as necessary. Resources will be put in place to support groups of pupils where the information suggests that progress is not as good as it should be. The Proprietors will receive regular updates on pupil performance information.

School performance information will be compared to national data to ensure that pupils are making appropriate progress when compared to other schools, and to schools in similar circumstances.

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

- Exclusions;
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring will enable us to identify any differences in pupil performance.

This will allow us to take appropriate action to meet the needs of specific groups and to set future Equality targets, in order to make the necessary improvements.