



Equal Opportunities Policy

Circulated for Consultation		
Policy Written on: April 2018	Approved and Signed by Simon Garrill, Chief Executive Officer	Approved and Signed by Chair of Governors
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Introduction

1.1 The Trust: Heartlands Community Trust is a multi-academy trust that comprises of a mainstream secondary school and an all aged specialist school for young people with autism.

1.2 The School: The Grove School is a special school for girls and boys aged from 5-19 years with a primary diagnosis of autism.

The School welcomes staff, workers, volunteers, pupils, parents, applicants and governors from all different ethnic groups, backgrounds and creeds. The School provides for students of different abilities who are mainly drawn from Haringey Local Authority, a minority of students are from surrounding local boroughs. The term **School Community** includes staff, governors, students, parents, visitors and volunteers.

1.3 School's aims: Our vision is to “Inspire Excellence - Champion Potential - Empower Learning” To achieve this, the School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Pupils are taught to value and respect others. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the school recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation and (in the case of adult members of the Academy Community)
- marital or civil partnership status
- age

These can be called the Protected Characteristics. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. Our anti-bullying and PHSCE & SMSC curriculums address all issues around equal opportunities and perceptions. Our autistic learners often misunderstand perceptions around bullying and difference. Through our teaching, we break down this learning so that our students are able to generalise and access understanding around these sensitive issues.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010. The School tackles inappropriate attitudes and practices through staff leading

by example, through the Personal, Social and Health Education (PSHE) programme, including Citizenship, it's Spiritual, Moral, Social and Cultural programme, through the supportive School culture and through the School's policies.

1.4 Promotion: The School is committed to promoting equality and has produced policies to assist promotion of the following aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those without
- foster good relations between people who share a protected characteristic and those who do not.

1.5 Related policies: This equal opportunities policy is consistent with all of the School's policies, including the admissions policy, positive behaviour and intervention policy, anti-bullying policy, single equality scheme, accessibility plan, the special educational needs and disability (SEND) policy and Equality of Access for All.

1.6 All policies can be made available in large print or other accessible format if required.

2 Policy statement

2.1 Scope: This policy applies to all members of the current and prospective School Community.

2.2 Policy aims: Through the operation of this policy we aim to:

- communicate the commitment of the School to the promotion of equal opportunities
- promote equal treatment within the School for all members of the School Community
- create and maintain an open and supportive environment which is free from discrimination
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- remove or help to overcome barriers for pupils where they already exist
- ensure that there is no unlawful discrimination against any person on any ground listed at paragraph 1.2
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- take reasonable steps to avoid putting disabled people at a substantial disadvantage (the Reasonable Adjustments duty).

3 Forms of discrimination

3.1 Types: Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

3.2 Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in paragraph 1.2 above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination.

Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

3.3 Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

3.4 Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be proportionate means of achieving a legitimate aim. For example, where a pupil who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

4 Admission

4.1 Applicants: The School accepts applications from, and admits pupils irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a place is offered, subject to section 8, below. The School will treat every application in a fair, open-minded way.

4.2 Admissions policy: The School's admissions policy reflects the School's approach towards equal opportunities and is consistent with this policy.

5 Education and associated services

5.1 Equal access: The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their Protected Characteristics, subject to considerations of safety and welfare, paragraph 5.2 and section 8, below.

5.2 Positive action: The School may afford pupils of a particular racial group, or pupils with a disability or additional special educational need, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

5.3 Exclusions: The School will not discriminate against any pupil by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics, subject to section 8 of this policy.

5.4 Teaching and Academy materials: Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

5.5 Pupil interaction: All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes.

5.6 Bullying: The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

The School's anti-bullying policy contains more details about the Grove school's anti-bullying practices and addresses the difficulties which may arise as a result of an autism diagnosis and how these are tackled.

6 School uniform

6.1 Reasonable adjustments may be required to the School Uniform for any pupil who requires them. We believe school uniform creates a sense of community and identity, but not at the detriment or well being of any of our pupils. For example: A sensory difficulty with wearing certain fabrics.

Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare.

7 Religious belief

7.1 Religion: The School's religious ethos, services and school timetable are set in accordance with the Christian tradition, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

8 Disability and special educational needs within the school community

8.1 Our approach: We are an inclusive School which welcomes all members of our School Community. We maintain and drive a positive culture towards inclusion of all pupils in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification. The School seeks to do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our single equality scheme and policy on special educational needs and disabilities are consistent with this policy.

8.2 Definitions: Children have 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "*substantial and long term adverse effect*" on a person's ability to carry out normal day-to-day activity (Equality Act 2010). For further clarification please refer to the policies mentioned in paragraph 8.1 above.

8.3 Reasonable adjustments: The School has an on-going duty to make reasonable adjustments for any pupil with additional needs to their autism, or for a pupil whose autism is perceived more complex than others, in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example: the curriculum, classroom organisation and timetabling, access to School facilities, clubs and visits, School sports and School policies. Reasonable adjustments may typically include:

- providing ACC devises where required to enable curriculum access
- tailoring the curriculum or interventions depending on a specific need of an individual
- providing a range of additional supports such as breaks, extra time and so on (subject to access arrangements) for a child to complete an exam
- providing examination papers in larger print for a child with a visual impairment
- arranging a variety of accessible sport and enrichment activities.

The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library.

In making reasonable adjustments, the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

8.4 Informing the Academy: Parents of pupils should notify the Head in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability different to that outlined within their Education Health Care Plan (EHCP), if they (either parent), or any close relations have at any time had, or has a learning difficulty or if the learning disability is different to that outlined within the EHCP. Parents should provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The School will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

8.5 Access: The School will monitor the physical features of its premises to consider whether any disabled user of the premises is placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for any disabled users of the premises. The School has an Accessibility Plan, which is reviewed annually and is available on request.

9 Pupils with Education, Health Care Plans (EHCP)

9.1 All pupils admitted to The Grove School have an EHCP. The School's policy on special educational needs and disabilities (SEND) includes details about the welfare and educational provision for its pupils.

10 Pupils with English as an additional language

10.1 **English as an Additional Language (EAL):** Pupils with English as an Additional Language will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate. Linguistic diversity is positively recognised.

10.2 **Language and culture:** The School will ensure that:

- home school links are made to involve parents directly in the work of the School
- interpretation and translation services are made available as quickly as possible;
- links are established within the local community;
- staff work effectively with other local service;
- learning support for all pupils is efficient and effective and planned to meet their individual needs;
- provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

11 Responsibilities

11.1 All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times.

11.2 **Overall responsibility:** The Local Governing Body (LGB) has overall responsibility for the effective operation of the Schools equal opportunities policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Local Governing Body (LGB) has delegated to the Head day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

11.3 **Management:** Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities in light of the public sector equality duty.

11.4 **Senior leadership:** The senior leadership team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place. Arrangements include:

- identifying and investigating any patterns in exclusions and poor attendance;
- monitoring differences in attitudes to school, work and other pupils;
- addressing harassment and bullying;
- evaluating performance among different groups;
- the impact of any additional support.

12 Monitoring and review

12.1 To ensure that this policy is operating effectively with respect to admissions, and to identify those sections of the local community which may be under-represented in the School, the School monitors applicants' gender, race, disability and religion or belief as part of the admissions procedure. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.]

12.2 **Review:** Head of School is responsible for the ongoing monitoring and regular analysis of the data monitored under paragraph 12.1 above and under paragraph 13.5 below and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The Head of School is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed annually by the Head of School. Recommendations for any amendments are reported to the Local Governing Body.

13 Reporting and recording incidents of discrimination

13.1 Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Head of School.

13.2 **Complaints:** If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph 1.2 above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Procedure. For a copy of the Trust's complaints procedure, please contact the school reception. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

13.3 **Reports:** If you would like to report a breach of this policy that does not constitute a complaint under paragraph 13.2 above, please contact the Head of School.

13.4 **Enforcement:** We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

13.5 **Record:** Any reported breaches of this policy will be recorded and this record will be reviewed annually by the Head of School.

14 Publication

14.1 This policy will be available on the school website and on request from the Head of School.

Equality of Access for Students at The Grove

<p>Information in Classrooms</p> <ul style="list-style-type: none"> ● Student PLP Folders ● Student Targets ● Communication Walls 		
<p>ALL students at The Grove will have at all times access to Whole Class Strategies and Provision.</p>	<p>SOME students at The Grove will have Additional Integrated Support.</p>	<p>A FEW students at The Grove will have Individualised and Personalised Programmes.</p>
<p>Environment <i>Clutter free, low arousal</i> <i>Structured and predictable</i> <i>Timetables</i> <i>Now and Next Boards</i></p> <p>Communication <i>Access to total communication</i> <i>SALT universal input</i> <i>Signing</i> <i>Communication wall</i> <i>Visual & Symbol supports</i> <i>Identification on PLP</i></p> <p>Positive Behaviour Support <i>Positive reinforcement</i> <i>Access to rewards systems</i> <i>Identification on PLP</i> <i>School rules</i> <i>Structured and routine systems</i></p> <p>Curriculum Access <i>Structured Teaching using the TEACCH approach</i></p> <p>Semi Formal: <i>Access to curriculum links in medium term planning</i></p> <p>Formal: <i>Structured teaching and learning</i> <i>Targets identified on PLP</i> <i>Thematic learning</i> <i>Life Skills learning towards adulthood</i> <i>Knowledge and application of skills</i> <i>Enrichment via clubs</i></p>	<p>Environment <i>Use of shared workstations</i></p> <p>Communication <i>Individual communication systems</i> <i>SVN Communication</i> <i>Individual task boards</i> <i>Attention Autism</i> <i>Colourful Semantics</i> <i>SmiLE Therapy</i> <i>Lego Therapy</i> <i>VERVE Therapy</i> <i>Talking Mats</i> <i>Social Skills Intervention Groups</i></p> <p>Positive Behaviour Support <i>Positive BSP</i> <i>Intervention supports such as break cards or 5-point scale.</i> <i>Home Visit or support from pastoral team.</i></p> <p>Curriculum Access <i>1:1 support for PLP Targets</i> <i>Academic intervention groups</i> <i>In task schedules</i> <i>Sensory interventions such as movement breaks and sensory circuits.</i> <i>Inclusive lessons with mainstream peers</i></p> <p>Physical / Sensory <i>OT Indirect support</i> <i>Quiet areas for de-escalation</i> <i>Sensory Programmes</i> <i>Additional movement breaks or</i></p>	<p>Environment <i>Individualised work stations</i></p> <p>Communication <i>SALT direct input</i> <i>Personalised communication programme</i> <i>Intensive Interaction</i> <i>PECS</i></p> <p>Positive Behaviour Support <i>Data and evidence analysis feeding into BSP</i> <i>Regular discussions with staff</i> <i>Block of home liaison support offered</i> <i>Individualised support programme monitored regularly and shared with staff</i></p> <p>Curriculum Access <i>Personalised Learning programme</i></p> <p>Physical / Sensory <i>OT direct input</i> <i>Targeted sensory programmes</i></p> <p>Resources <i>Individualised communication aids</i> <i>Specific equipment required</i></p> <p>Safeguarding and Well-Being <i>TAC or TAF support</i> <i>SPA</i></p>

<p>Physical / Sensory <i>Access to sporting activities</i> <i>OT Universal support</i> <i>Sensory profiling</i> <i>Access to sensory box</i></p> <p>Resources <i>Skilled support from well trained support staff</i> <i>Visuals</i> <i>Calm rooms and sensory rooms</i> <i>Schedules</i></p> <p>Safeguarding and Well-Being <i>Identification on PLP</i> <i>Staff training</i> <i>PHSE teaching embedded covering staying safe</i> <i>Support adjusted to level of need</i> <i>Consistent approaches to address student understanding</i> <i>Well-being week</i> <i>Targeted approaches to emotional regulation</i> <i>Training for parents</i></p> <p>Assessment <i>Regular evaluation of learning through data and PLP</i> <i>Termly parent consultations</i> <i>Pupil progress meetings</i></p> <p>Risk Management <i>Education visits an curriculum risk assessments</i> <i>Whole school risk assessments</i></p> <p>Medical <i>Access to school nurse and sexual health clinic</i></p>	<p><i>heavy workouts built into learning time</i> <i>Specific equipment such as weighted jacket</i></p> <p>Resources <i>Technology curriculum access equipment with specific Apps</i> <i>1:1 staff support to enable access</i></p> <p>Safeguarding and Well-Being <i>MyConcern tracking</i> <i>CAMHS referrals</i> <i>EP Support</i></p> <p>Assessment <i>Intervention tracking</i> <i>Therapy Tracking integrated into daily learning</i> <i>SCERTS assessment and tracking</i></p> <p>Risk Management <i>Visit risk assessments</i> <i>Focuses discussion with staff teams</i></p> <p>Medical <i>Access to school nurse</i></p>	<p>Assessment <i>Individual tracking for academic, personal and emotional development reviewed with forward planning.</i> <i>Sharing of information by all staff</i> <i>MDT input with therapy support across the day.</i></p> <p>Risk Management <i>Physical intervention plans (PIP)</i> <i>Additional staff allocations</i> <i>Individual risk assessment</i> <i>Involvement of EP or CAMHS</i> <i>Training for staff</i></p> <p>Medical <i>Access to trained nurse to manage care plans</i> <i>Emergency medication available and trained staff to administer</i></p>
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