



Equality Objectives

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To be reviewed September 2021

SLT lead: Sandra Tibbles

Signed Head Teacher

Signed Chair of Governors

Mabel Prichard School is committed to ensuring that equality applies to all members of the school community: students, parents, community, staff and governors. The school aims to provide equality of education and opportunity for all. The school meets the needs of all, taking account of learning ability, special needs, disability, ethnicity, culture, gender, language, race, age, faith or belief, sexual orientation and socio-economic factors.

Such aims include:

- Ensuring that all students and staff are encouraged and able to achieve to their full potential
- Reasonable adjustments are made for special needs/disability
- Respecting, valuing and celebrating differences between people
- Preparing students for life in a diverse society
- Acknowledging and addressing prejudice and prejudice based incidents and taking positive action to eliminate this
- Making the school a place where everyone feels welcomed and valued
- Increasing participation and fostering good relations between different groups within the school and within the wider community
- Ensuring that an inclusive ethos is established and maintained

It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a diverse society.

Leadership and Management

All school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the school leadership and management, which reflects the school's commitment to equality for all members of the school community. The school advances equality of opportunity through positive and proactive approaches to valuing and respecting diversity.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and students.

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents, bullying and discrimination.

Members of the school community, including students, parents, community and staff, are consulted and contribute to the development and review of policy documents. The school ensures the involvement of governors and values contributions.

The development of teaching, learning and the curriculum are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school, local, UK and global community.

Responsibilities

The Governing Body and Head Teacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Head Teacher will also ensure that all staff are aware of their responsibilities under policies.

Amanda Makoka, Deputy Head Teacher, will be responsible for leading on equalities.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- o Boys and girls, men and women and non-binary
- o All minority ethnic groups including travellers, refugees and asylum seekers
- o Students or families with different religions or beliefs
- o Students and others with special educational needs
- o Students and others with a range of disabilities
- o Children looked after and their carers
- o Children or staff who are gay or lesbian
- o Students or staff who are pregnant or have just given birth
- o Students or staff undergoing gender reassignment

The school regularly monitors achievement data throughout all Key Stages to ensure that vulnerable individuals or cohorts are identified rapidly so intervention strategies are implemented to improve achievement.

What sort of school are we?

Mabel Prichard School is a special school for students with profound and multiple learning difficulties and severe learning difficulties. All students have Education, Health and Care plans. The school is located within Oxford City.

Mabel Prichard School gathers the following information and data regarding students annually:

Ethnicity of students	Any other Asian background	
	Any other white background	
	Any other mixed background	
	Black African	
	Black Caribbean	
	Pakistani	
	White British	
	White and Asian	
	White and Black African	
Gender	Boys, Girls	
Students with home language other than English		
Socio-economic backgrounds of students	Pupil Premium	
Attainment levels	Children’s attainment on entry to the school is well below that expected for their age due to their special educational needs	
Nature of learning difficulties	Profound and Multiple Learning difficulties, Severe learning difficulties, Autistic Spectrum Conditions, Cognition and Learning (C&L), Communication and Interaction (C&I), Speech, Language and Communication needs (SPCLN)	

Cultural, faith and diversity of students	Christian: Muslim : Jewish: Hindu: Buddhist: No religion : Other:
Looked After Children	
Students on Child Protection Plans	

The school has identified the following issues that may be barriers to effective learning:

- Special Educational Needs
- Disabilities
- Attendance levels
- Low self esteem, low expectations
- Low income leading to difficulty in participating in some aspects of school life, and access at home to learning tools
- Low parental support and expectations
- Lack of stability in life
- Lack of external help with emotional, mental & physical well-being
- Students on the Child Protection Register
- Looked After students

Mabel Prichard School's Commitment to Equalities

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by or to meet the particular needs of students with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

	Equality Objectives	Equality Plan
	The school has identified the following strategies that are specifically designed to address those issues	
1.	Establishing, maintaining and developing school culture and ethos	<p>A consistent approach to behaviour to ensure that students are fully aware of the expectations upon them. Students are sensitive to the needs of their peer groups, and the school community is caring and respectful, regardless of special need, disability, gender, faith, race, religion and diversity. The school implements many strategies to celebrate pupil achievement, including the weekly celebration and reward systems.</p> <p>Achievements can be regarded as gains made in terms of</p>

		<p>behaviour, independence and attainment. These reward systems engender a sense of belonging and a desire to achieve amongst students. The school involves parents, carers and key stakeholders through regular contact, face to face meetings, participation in school events, newsletters, home school agreements, assemblies and the website. The school places great emphasis on the celebration of diversity and equality through its PSHE curriculum and RE assemblies and enrichment days.</p>
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<p>2</p>	<p>Listening to students, staff, parents and others</p>	<p>The school welcomes the voice of students, staff and stakeholders. Senior staff are available daily from 8.00 am onwards to listen to staff concerns and to answer questions. Senior teaching staff are available to listen to students throughout the school week, including at lunchtime. The Student Council meets regularly to air concerns and so the school can consult the group on activities and proposals. The views of parents are sought through annual review meetings, meet the team, parents evenings</p>
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		<p>and through informal consultation. All staff have a line manager with whom they can discuss issues and concerns. The school takes a consultative approach, ensuring equality of voice to all.</p>
4.	Equalising opportunities	<p>The school recognises that the socio-economic profile of some students could potentially reduce their ability to access opportunities. The school has a charging policy in place and ensures that contributions to fund activities and trips are voluntary. No child is precluded from accessing an opportunity because of financial pressures. The school in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering staggered payment plans. Emphasis is placed on offering students opportunities which may not be available to them from any other source: for example theatre visits, sporting activities, the performance of Shakespeare and choral singing in theatres and samba and opera workshops and performances. The promotion of independence skills, such as cooking, and independent travel, are a key part of the school's offer. While the school has a school uniform, the requirements are minimal and do not include expensive items such as blazers etc.</p>
5.	Informing and involving parents and carers	<p>The school tailors its communications with parents in order to meet their needs. Communication channels include home school diaries, telephone and email contact and face to face meetings. The main communication system is through Parentmail and Class Dojo, which offer parents/carers further opportunities to access information promptly. The school caters for any special needs that parents/carers have by adapting the method of contact. School also adapts information for parents who have English as an additional language and organises translators for those who need them. Parents are welcomed into the school, both formally through regular, scheduled meetings, and through informal meetings. An effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently re-arranged to meet needs.</p> <p>Early Years teams visit parents in their own home to aid transition. If parents need us to hold meetings in their house, we will facilitate that.</p>

		<p>this is deemed to be supportive. Parents/carers to bring friends and supporters to meetings if they wish. The school works collaboratively with the organisation SENDIASS and encourages parents/carers to bring supporters with them to meetings.</p> <p>Parents have the opportunity to share the celebration of their child's achievements through certificates sent home, through the newsletter and through assemblies.</p> <p>The home school diary provides daily contact between home and the school team with an account of the day.</p> <p>The school ensures that absent parents receive communications, e.g. school reports, invitations to assemblies, etc.</p>
<p>6.</p>	<p>Welcoming new students and helping them to settle in, effectively</p>	<p>The school ensures that all students have a structured and tailored introduction to the school through a carefully thought-out transition process, which is agreed after discussion with their current provision. Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to accommodate them. New students are placed into classes after consideration of their learning and social needs, and the nature of their learning difficulties.</p> <p>Each parent/carer meets with the class tutor and appropriate additional adults at a post-admissions meeting in the first term of joining the school. This allows any concerns to be discussed and addressed early in the student's school career.</p>
<p>7.</p>	<p>Addressing the full range of learning needs</p>	<p>The school has rigorous data collection systems to ensure that any students who are at risk of under-achievement are rapidly identified and interventions are put into place to meet their specific needs. Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs. Pupil progress meetings are set 3 times a year to monitor the progress made by all learners. Attendance is tracked rigorously 6 times a year to address any issues of poor attendance before these can impact on pupil progress. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals. These reviews give parents/carers</p>

		<p>an opportunity to discuss their son or daughter's learning needs and to share their rights with professionals.</p> <p>The curriculum has been developed to address the full range of learning needs across the school, offering bespoke learning packages as necessary.</p> <p>Teachers use a variety of creative teaching approaches and detailed assessment to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p>
<p>8.</p>	<p>Supporting learners with particular needs</p>	<p>All students have MAPP (Mapping and Assessing Pupil Progress) targets outlining their termly targets and progress made. Outside agencies such as Speech and Language Therapists, Occupational Therapists, Physiotherapist, Autistic Support teacher, are welcomed into the school on a regular basis to support students and advise staff and parents and a special school nurse works in the school 4 days a week to ensure all staff receive the necessary training and understand the specific health needs of each individual student. The school's behaviour policy and school teams support students who have particular needs due to their own personal circumstances, for example, Looked After Children.</p> <p>Students' particular needs can also be addressed through additional interventions, such as Art therapy, Music therapy and independence training. The school development plan features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives are reviewed and monitored through the academic year and funding is allocated to resource the initiatives.</p> <p>Bespoke learning packages are created for students who require additional support to meet educational/learning/emotional needs.</p>

		<p>Home education packs are provided to students if this is appropriate.</p> <p>A home learning system is in place via Class Dojo for any students temporarily unable to access the site.</p>
9.	Making the school accessible to all	<p>The school meets the needs of students with physical disabilities and reviews the physical site facilities on a regular basis. An Accessibility Plan is in place. All after school activities are accessible to students regardless of their special need, disability and diversity. A stringent Health and Safety Policy and rigorous Risk Assessment/Risk Benefit systems ensure that if any issues are posed by disability, control measures are put into place to accommodate needs so that full access is maintained. Students and staff are not prevented from accessing any area of the school site at present through disability.</p>
10	Ensuring fair and equal treatment for students	<p>The school does not discriminate on any grounds and admissions to the school are based against non-discriminatory criteria. The needs of different cultures, races and religions are accommodated. Should the issue of gender reassignment, cultural or diversity issues be raised, the implementation of the uniform and other policies would be applied flexibly.</p> <p>The careful monitoring of incident reports ensures that staff do not impose stricter disciplinary penalties on any particular group, as trends would be quickly identified.</p> <p>Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's anti-bullying policy.</p> <p>All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively.</p>
11.	Ensuring fair and equal treatment for staff and others	<p>The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process. The school follows The Gallery Trust policy that should an applicant</p>

		<p>who regards themselves to be disabled meets the essential selection criteria for a post, he or she will be automatically shortlisted for interview.</p> <p>All staff receive equal access to funding for training and professional development.</p> <p>The school follows The Gallery Trust policy “Dignity at Work” to ensure that equality, respect and dignity are observed by staff within the workplace. Any discrimination to a member of staff would be pursued rapidly in line with appropriate policies.</p>
12.	Encourage participation of under-represented groups	<p>The Governing Body represents parents and the wider community. All recruitments to the GB follow appropriate electoral procedure, including the election of teacher/parent governors.</p> <p>Students have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into school to talk about their work e.g. the local food bank, local faith groups, the High Sheriff of Oxfordshire.</p>
13	Other The school recognises its continuing duty to treat former students fairly and equally in relation to the provision of references and access to ‘old students’ communications and activities.	<p>Former students are welcomed back into school for pre-arranged visits and work experience opportunities.</p> <p>The school provides references for ex-students.</p>

14.	Monitoring and Evaluating the policy	<p>The school will report on disability issues on the school prospectus. The school will continually monitor and review how this policy is applied on a rolling programme and will address any concerns rapidly.</p> <p>This policy will be brought to the attention of staff and students on an annual basis.</p>
<p>The specific reporting duties</p> <p>We will:</p> <ul style="list-style-type: none"> • Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. • Set and publish equality objectives, at least every four years. <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.</p> <p>We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as <i>there is no subscribed format.</i> We will look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our students, parents/carers, community and staff to raise standards for all. <i>It is essential for us to maintain and ensure that our focus is on performance, not process.</i></p> <p>We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.</p> <p>We will publish this information at least annually.</p>		

The Governing Body will report annually on progress made to achieve equalities objective(s).

Mabel Prichard School Equality Objective September 2020

Following our audit of equalities in the school, and the national drive to raise standards for identified groups of vulnerable learners, the Governing Body has agreed the following Equality Objective:

	Equality objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1	To work to further develop a school that embraces all relationships and family make ups.	<ul style="list-style-type: none"> • Accessible lessons will show students are aware of the different types of relationships and families. • gender-variant or questioning students will feel supported within the school e.g. staff using correct pronoun, new name, supporting the wearing of new clothes, etc. • all students, regardless of gender, sexuality or other protected characteristics, will continue to make good or outstanding progress in the core subjects • staff will understand how the student/s are protected under the law and how to support students questioning sexuality. 	<ul style="list-style-type: none"> • Share equalities objective with key stakeholders in the school • Identify further training opportunities for all staff following the pilot of the accessible materials developed with Stonewall. • Ensure staff are clear on terminology to use with students and how best to support them. • Use the curriculum and activities such as assemblies to challenge stereotypes, based on a prescribed relationship model. 	<ul style="list-style-type: none"> • To ensure that all pupils and staff are encouraged and able to achieve their full potential • To ensure that an inclusive ethos is established and maintained 	Sexual orientation