



The Orchards

Equality & Diversity Information and Objectives Policy

Policy Version			
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This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust's Vision, Aims and Ethos

Together we will
Challenge the ordinary
Promote individuality
Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School
Barton Clough Primary School
Elmridge Primary School
The Orchards Special School
Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.



In line with the Equality Act of 2010 and the creation of the public sector anti-discrimination duty, The Orchard’s Specialist School has set “Equality Objectives” for the school to work towards.

These objectives are a mixture of medium term and long term objectives and have been formulated for the specific needs of The Orchard’s pupils.

Equalities & Diversity Information and Objectives

Philosophy We believe that...	Principles Therefore we intend to...	Procedures This will be achieved by...	Performance We evaluate by...
<ul style="list-style-type: none"> • equality at The Orchard’s School permeates all aspects of school life and is the responsibility of every member of the school and wider community • every member of the school community is entitled to feel safe, secure, valued and of equal worth • equality is a key principle for protecting all people and treating them with respect, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age, those undergoing 	<ul style="list-style-type: none"> • eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act (2010) • advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it • consider equality implications before and at the time of developing policy • have “due regard” when making a decision or taking an action to assess whether it may have implications for people with particular protected characteristics 	<ul style="list-style-type: none"> • ensuring all children and staff are free from bullying in all its manifestations (including all types of prejudice-based bullying) • underpinning the work of school with shared and agreed vision and values • learning and teaching materials giving thoughtful and well placed consideration to imagery that includes people from different ethnic, religious and cultural backgrounds, people living with disabilities, people in same sex relationships, people who live alternative lifestyles and people who fulfil non stereotypical gender roles in society • demonstrating mutual respect between all members of the school community • ensuring that all visitors to the school are greeted with friendliness and respect • covering equalities policy and practice in staff induction • having a recruitment policy which is equally open to people of all groups • undertaking regular reviews of employment policy and procedures to check conformity with legislation and impact • equal opportunities practice in the recruitment and 	<ul style="list-style-type: none"> • LA weekly monitoring procedures for NOHIB (Notification Of Hate Incidents and Bullying) returns – termly evaluation by Governors • revisiting schools’ values / vision at the beginning of every academic year in terms of sharing an understanding for what they mean in practice • annually updating policies in relation to new legislation • ensuring safe recruiting practice followed • Annual policy updates and re-ratification by LGB • Staff reflecting on professional development needs and impact of

<p>gender reassignment or any other recognised area of discrimination</p> <ul style="list-style-type: none"> • the Orchards ethos creates an atmosphere of dignity and fairness, where children are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners and take responsibility for their actions and become good citizens 		<p>promotion of staff</p> <ul style="list-style-type: none"> • The school’s programme for continuing professional development (CPD) is inclusive of all staff and includes equalities matters, both directly and incidentally. Inspectors can identify clear evidence of impact at inspection • underpinning decision-making procedures with this policy • ensuring pupils are in the most appropriate learning group to meet their specific needs • ensuring that allocated staff have the appropriate skills and knowledge to meet those needs, through Performance Management procedures and professional reflection 	<p>learning opportunities</p>
	<ul style="list-style-type: none"> • integrate the Public Sector Equality Duty (PSED) which requires schools to: <ul style="list-style-type: none"> - have due regard to the need to eliminate unlawful discrimination - advance equality of opportunity - foster good relations for pupils, staff and others using school facilities • show commitment to giving all children every opportunity to achieve the highest standards • ensure quality of access for all members of the school 	<ul style="list-style-type: none"> • ensuring published information shows compliance with the PSED and demonstrate positive action through the school improvement plan /self-evaluation documents, the school’s website, newsletters, letters to parents etc • ‘narrowing the gaps’ in achievement between different groups and tackling any concerns related to the behaviour and safety of different groups of pupils • securing excellent teaching, learning and assessment for all pupils • helping children “get ready” for learning and having individual plans that include appropriate strategies • Targeting the use of Pupil Premium to ensure equal access to learning for all pupils 	<ul style="list-style-type: none"> • annual whole-school data analysis of pupil progress in terms of year group, ethnicity and gender • termly individual/aspect pupil progress meetings • reporting to Governors about the relative attainment and progress of different groups of pupils • monitoring performance and other data relevant to improving outcomes • reporting to Governors on how effectively the school actively advances equality

			<p>of opportunity, tackles discrimination and fosters good relations</p> <ul style="list-style-type: none"> ● monitoring of impact of Pupil Premium interventions
	<ul style="list-style-type: none"> ● ensure no pupil is disadvantaged by their disability ● promote equal opportunities and good relations between and amongst all ● ensure that the school promotes the individuality of all children and families ● commit to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist 	<ul style="list-style-type: none"> ● carrying out, adequately resourcing and implementing accessibility planning, ensuring every pupil can participate in the curriculum; improving the physical environment of school to enable all pupils to take better advantage of education, benefits, facilities and services provided, and improve the availability of accessible information to families ● personalising learning to ensure that barriers are removed for all learners ● having a Total Communication approach throughout school ● ensuring that all children have their own voice which is listened to and understood within the school community ● ensuring that all children have the opportunity to contribute to their own learning by evaluations and setting of next steps ● working in partnership with the LA to provide what is specified on each child's EHCP and any auxiliary aids such as eye gaze, switch controlled equipment, adaptive keyboards, special software etc to ensure access to learning for all children ● analysing data on the behaviour of individual pupils and putting appropriate strategies in place to support pupils in getting ready for learning, whatever their need ● analysing data on any inequalities in the absence rates and patterns of different groups ● knowing where any inequalities exist and takes action to tackle them accordingly 	<ul style="list-style-type: none"> ● regularly reviewing accessibility plans ● minutes of Governors' meetings, Staff meetings demonstrate the school's responsibilities under the Equality Act
	<ul style="list-style-type: none"> ● promote the pupils' spiritual, moral, social and cultural development 	<ul style="list-style-type: none"> ● planning activities across the curriculum that promote pupils' spiritual, moral, social and cultural development ● linking assemblies to SEAL targets across the school 	<ul style="list-style-type: none"> ● monitoring of planning to

	<ul style="list-style-type: none"> ● reflect the diversity of the school's local community and society 	<ul style="list-style-type: none"> ● providing opportunities for pupils to appreciate their own culture and religions, and celebrate the diversity of other cultures ● providing Educational Visits that involve, and are accessible to, all pupil groupings 	<p>ensure a positive approach to cultural knowledge and cultural diversity</p>
	<ul style="list-style-type: none"> ● taking active steps to promote its relationships with all parents and pupils and also those in communities or from groups that it finds hard to reach 	<ul style="list-style-type: none"> ● seeking to involve parents in supporting their child's education ● enabling parents to participate at all levels in the full life of the school by reviewing and removing barriers ● making appropriate provision for all EAL / bilingual children to ensure access to the whole curriculum ● seeking to create and maintain positive relationships with local schools and the wider community ● working with the wider community to ensure that they listen to and understand the voice children 	<ul style="list-style-type: none"> ● analysing parental feedback through questionnaires etc ● parent participation in Annual Review meetings ● looking at evidence of effectiveness from parents and other stakeholders in engaging them through procedures for consulting and involving parents, and for engaging with local groups and organisations; having regard for the concerns and requirements of the Equality Act