

# **Children's Support Service Equality and Diversity Policy and Statement 2023 -2024**

## Equality Statement

**The Children's Support Service is committed to equality.**

**In this respect:**

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful, making reasonable adjustments whenever needed.

## Legislative Framework

**We are aware of the current legislative framework.**

**We welcome our duty under the Education and Inspection Act 2006 to promote Community Cohesion. The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:**

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
  - We publish information each year about our school population.
  - We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
  - The objectives we identify, take into account national and local priorities and issues, as appropriate.
  - We monitor our equality objectives regularly and report annually on progress towards achieving them.
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**We aim to make sure that no-one experiences less favourable treatment or discrimination because of:**

- age
- disability
- race
- sex
- gender identity or reassignment
- marriage and civil partnership
- pregnancy and maternity
- Religion or belief
- sexual orientation

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

The **Children's Support Service** recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

**Date approved by the Management Committee: 21/09/23**

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## The School Context:

Every child is given the opportunity to maximise their potential enabling a lasting, positive difference to their life.

As a school we reflect the aims and values of TPP:

- Compassion and Kindness
- Connection and Belonging
- Hope

The Local Authority commissions CSS to provide education for students who have been permanently excluded.

CSS is also able to offer support as an alternative to permanent exclusion, or where additional help is required to meet the needs of the pupil.

CSS also has a commitment to a percentage of students who hold an EHCP, recognised as Pathways Students.

### Geographical Location:

The Children's Support Service is description is an Alternative Provision which serves a wide geographical area, consisting of three Behaviour and Attendance Partnerships, 'Basildon, Billericay and Wickford', 'Brentwood' and 'Castlepoint and Rochford'.

### Community Served

Staff 111 staff

Male: 26 - 23.5%

Female: 85 - 76.5%

Disabled: 1 - 0.9%

Students: 142 Students

Male: 97 - 68.4%

Female: 45 - 31.6%

Pupils 142 (currently, but capacity is 200, so numbers will fluctuate)

Disabled <1%

Pupil Premium 54.9%

EHCP 17%

SEN 100%

### **Incidents**

All incidents of a prejudicial nature are reported to the Management Committee.

### **Staff Training**

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

### **Relevant Policies**

Policies pertinent to equality and diversity are regularly reviewed.

- **Behaviour and Anti Bullying**
- **Safeguarding and Child Protection**
- **Relationship and Sex Education**
- **Teaching and Learning**
- **SEND**

### **Curriculum Adjustments:**

In our school, focused attention is paid to the needs of specific groups of pupils and the curriculum pathways and adaptive teaching reflect the needs of all of the pupils.

### **Reasonable Adjustments and Auxiliary Aids**

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. If the provision/practice puts a pupil with specific disabilities at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage, if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers.

**How we have developed our statement:**

**The view of the following stakeholders have been taken into account:**

- Staff
- Pupils
- Parents/Carers

**These views are:**

- The views and aspirations of parent and carers of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

**Mechanisms for involvement;**

**At The Children's Support Service, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:**

- Through the Healthy Schools initiative.
- School Council.
- Rainbow flag status
- Holocaust Education Beacon School
- Individual monitoring and action when dealing with incidents of a discriminatory nature.
- Individual interviews with pupils on a termly basis.
- Parents, Carers and Staff surveys.

**At The Children's Support Service the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:**

- Regular meetings with union representatives
- Regular staff meetings with specific agenda items.
- Individual discussions with staff as a part of performance management.

**At The Children's Support Service, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:**

- Regular communication with Parents/carers we will request information on any adjustments needed to help support their child.
- At least weekly phone-calls with parents/carers.
- At least termly meetings with parents and carers.
- Liaison with local /national groups when representing a particular theme, such as Racism.

## **Roles and Responsibilities for Implementing the Single Equality Scheme**

### **The Head Teacher:**

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Equality and Diversity Policy and Statement.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

### The Management Committee:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary. and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

### The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

### People with specific responsibilities:

- **The Headteacher and Senco** are responsible for maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium)
- **The Headteacher** is responsible for ensuring the specific needs of staff members are addressed.
- **The Headteacher and Senco** responsible for gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium.
- **The Headteacher** responsible for monitoring the response to reported incidents of a discriminatory nature.
- **The Headteacher, Senco and Heads of Department** are responsible for overseeing interventions (e.g. Pupil Premium)
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### **Parents and Carers:**

- Have the opportunity to attend any relevant meetings/awareness raising sessions
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually.

### **School Staff:**

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

### **Pupils:**

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

**Visitors and contractors are responsible for complying with the school's Equality Scheme non-compliance will be dealt with by the Head Teacher.**

This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

**Our objectives are based upon:**

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.
- We keep our equality objectives under review and report annually on progress towards achieving them ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix Two).

**The action plan identifying the equality objectives for the school and the impact analysis has:**

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.
- The effectiveness of our Scheme is evaluated and reflected in: The School's Self-evaluation Form.



<p><b>Objective:</b> All staff are fully informed on how to manage discriminatory incidents, and support in the delivery of a curriculum that is accessible to all, preparing pupils for life and their post 16 provision.</p>						
<p><b>Aligned to protected characteristics:</b> <i>Age, Disability, Gender, Race, Religion and Belief, Sexual Orientation and two under development are: Marriage and Civil Partnership and Gender Reassignment.</i></p>						
<p><b>Stakeholders input:</b> <i>Consultation with Man Comms, SLT, All Staff, Parents, Carers and Students.</i></p>						
Action	How	When	Who	Cost	Success Criteria	Monitored
To use performance data to monitor student achievement and respond to variations between groups of learners; specifically focussing on diminishing the difference between students who are within the PPG	To monitor the attainment of the students classed at PPG against their Peers in the Core subjects.	2023 - 2024	Whole school, HODs and SLT	Cost of data programme.	That All students within the PPG bracket stay within a 5% difference either above or below the attainment of all other students in their core subjects.	Termly
To ensure that all of the students receive equal opportunities to Careers.	The development of Career opportunities through the QiCS accreditation	2023 - 2024	CH, JC, AP, SLT and PSHE dept.	Time and training	That all students secure a post 16 placement. That all of the year 11's are offered support in obtaining their post 16 college placements or Apprenticeships.	The end of the Autumn term.
To provide an environment that promotes, educates and celebrates Diversity and Equality, with specific reference to the protected characteristics	To develop a robust CPD menu that equips staff to educate about Equality and Diversity and enables them to challenge discrimination confidently.	2023 - 2024	AP, SLT, Whole school.	Time and resources.	That any incidents of discrimination are monitored and managed effectively so the behaviour is not repeated by an individual. Staff's racial literacy is improved with training (BARE)	Half termly



**CSS**

Children's  
Support  
Service

