

Context

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics'.

The 10 protected characteristics are:

1. Age
2. Disability (incl Learning Disabilities)
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion and belief
8. Sex
9. Sexual orientation
10. Carers (by their association with someone who has a protected characteristic)

Equality of opportunity at Pace means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community: pupils, staff, trustees, volunteers, fundraisers, parents and carers, and all community members.

Policy Aims

- To prepare pupils for life in a diverse society and world
- To meet the diverse needs of the Pace pupils and wider community
- To ensure that an inclusive ethos is established and maintained at Pace
- To make Pace a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued
- To respect and value linguistic, cultural and religious diversity within in the Pace community and beyond
- To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards other identities
- To acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination
- To ensure that issues related to equality and prejudice are recognised across all areas of school activity
- To ensure that equality is an integral part of all planning and decision making within Pace

Pace is committed to:

- Not treating pupils with disabilities or employees less favourably for a reason related to their disability
- Providing 'reasonable adjustments' for disabled learners or employees as appropriate
- Anticipating need and responding accordingly (within our own financial constraints)
- Not discriminating against a parent if their child has a disability

At Pace we recognise that all children have the right to care and education that meets their individual needs and interests and promotes their learning and development.

The teaching and clinical staff ensure that there is:

- Equal access to resources, staff, curriculum and learning opportunities for all children and young people accessing Pace services
- Equal access to support and training opportunities for families of all children and young people accessing Pace services

Leadership And Management ensure that:

- All school policies reflect a commitment to equal opportunities
- The Board of Trustees and school leaders set a clear ethos, which reflects the commitment to equality for all members of the school's community
- Pace promotes positive and proactive approaches to valuing and respecting diversity
- The Leadership Team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination
- Teaching and Learning is monitored to ensure high expectations of pupils and appropriate breadth of content in relation to the school and the wider community

The Board of Trustees will:

- Ensure the aims of Pace indicate a commitment to providing equality of opportunity
- Strive to ensure that its own membership reflects the communities, which the school serves, in terms of ethnicity, gender and class
- Ensure they receive up to date training and instruction in fair employment practices and procedures
- Ensure fairness when issuing funds
- Liaise with the Head Teacher and Senior Leadership Team regarding the way in which the school addresses equality issues and make recommendations and decisions as appropriate

Staffing: Safer Recruitment and Professional Development:

The Board of Trustees:

- Is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school and the wider Pace community
- Recognises the value of a diverse and inclusive workforce
- Together with the school leaders will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions
- Will ensure that all decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and

conditions of employment, dismissal and pay are based on an objective and fair assessment of school requirements

- Will ensure that the only personal characteristics that will be taken into account are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups

All staff have the right, through the agreed procedures, to challenge any decision or action taken which they believe to be in breach of these principles.

Any member of staff who deliberately and knowingly contravenes this policy will be liable to formal disciplinary action.

Statutory Requirements:

The Board of Trustees is bound by law not to discriminate against certain groups. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' (listed on page 1.)

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman or person from a religion or racial group. The Trustees would not normally seek to use exemptions from the above acts.

Admissions (See also: admissions Policy)

Pace welcomes and values all members of our community. This is supported by our inclusive admissions policy and as such we aim to:

- provide information in clear, concise language, whether in spoken or written form
- ensure that all our policies are as accessible as possible to all parents, carers and members of our community
- not discriminate against any child or their family and actively seek to reduce prejudice, stereotyping and racial intolerance

Criteria for Admission to Pace (See admissions policy)

How the Individual Needs of All Children will be Met:

We aim to create an enabling learning environment that is as accessible as possible for every individual who uses our setting and premises.

Full details of how the Pace integrated curriculum is carefully tailored to meet the needs of the individual can be found in the 'Curriculum Statement', 'Teaching and Learning Policy' and 'Assessment and Impact Policy.'

Provision is differentiated within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities in all aspects of their

development, e.g. recognizing and valuing different learning needs and addressing the specific needs of children with English as an additional language.

Seeking the Views and Feelings of Children and Families:

We do this by regularly seeking the views and feelings of children and their families to inform our practice, e.g. by using a diverse range of alternative communication strategies for children with communication difficulties, contributions to review meetings, comments box at House Meetings, annual family survey, student council etc., and parent consultations and questionnaires. At least one Parent Trustee is on our Board of Trustees.

How All Children will be Included:

Identifying and Seeking to Reduce Barriers

We will do this by:

- Ongoing development of the Pace 'Total Communication Environment' which facilitates the effective communication of all Pace pupils both spontaneously and when initiated by a communication partner
- Identifying and actively seeking to reduce barriers to inclusion by continual review of individual needs and strategies to address curriculum access
- Expertise in the modification and adaptation of learning materials and equipment to ensure maximum effectiveness for learning by children with sensory motor and communication difficulties
- Adaptations to the building and learning environment

(See Accessibility Plan)

Children's Home Languages

We will ensure that children's home languages, particularly when other than English, are valued and where possible, used to support children's learning and development within our setting.

(See EAL Policy and Accessibility Plan.)

Providing a Complaints Procedures

We provide a complaints procedure and a complaints summary record for parents to see. (See Complaints Policy.)

Encouraging Parents to Take Part

We encourage parents and carers to take part in the life of Pace and to contribute fully. We do this by:

- Parent – staff meetings are held at least twice yearly

- A full range of questionnaires is completed by the family when a child starts at Pace and an initial home visit is undertaken so that staff at Pace are fully informed about the child's family and community life
- Children's Personal Learning Goals (PLGs) are shared with and agreed by parents/carers who are also actively involved in setting and reviewing their child's goals
- Specific training seminars for families
- Parents are present during Group or Individual sessions delivered as part of the Child and Family Service
- Families are routinely invited to any staff training days that are relevant to them
- Families are routinely invited to open days and fundraising events
- Annual talk to families by the Chief Executive after the Christmas performance
- Twice yearly newsletters, including diary dates and regular memos from the Senior Management Team are sent to all families to update them on developments/issues at Pace
- A system for regular home visits
- Family representative(s) are elected onto the Board of Trustees
- The Pace Parent Partnership (PPP) organises social, information sharing and fundraising events for Pace parents and staff

Communicating Information About Meetings

We aim to communicate information about meetings in a variety of ways – written, verbal, via email/Parentmail, text and in translation if applicable – to ensure that all parents and carers have information about and access to the meetings (See accessibility plan.)

Monitoring and Review of Policy

To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims of our Equalities and Diversity Policy in promoting equality and inclusion and in valuing diversity.

Promoting and Valuing Diversity and Differences

Avoiding Stereotypes

Pace will avoid stereotypes or derogatory images in the selection of toys, books or other visual materials and promote non-stereotyped roles.

Valuing, Respecting and Positively Reflecting a Wide Range of Communities, etc.

Pace will positively reflecting the widest possible range of communities in the choice of our resources and images (including boardmaker symbols), e.g. books, puppets, and role play artefacts that will represent a diverse range of religions, cultures, abilities and disabilities within society.

Celebrating a Wide Range of Festivals

We celebrate festivals from a wide range of religions such as Christianity, (Christmas, Easter, Harvest Festival), Judaism, Islam, Hindu. (See Religious education policy).

Welcoming Diversity

We welcome the diversity of family lifestyles and home cultures and encourage all children and their families to contribute stories of their everyday lives to our setting.

Challenging Inappropriate Attitudes and Practices

Behaviour

We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved.

Racial Discrimination

We recognise that incidents of racial discrimination are a serious offence in line with the Public Order Act 1986 and The Crime and Disorder Act 1998 and as such all incidents of racial discrimination by staff, whether the discrimination is towards an adult or a child, may require disciplinary action to be taken (See Employment and Recruitment Policy)

Reporting Incidents of Discrimination

It is the responsibility of all staff to report all incidents of discrimination to the Chief Executive who will immediately make clear the unacceptability of such behaviour and attitudes and take appropriate action.

Recording Incidents of Discrimination

Where incidents of discrimination (e.g. negative name-calling) by any adult or child have occurred, the Chief Executive will make a record of the incident and the relevant policy and process will be followed.

Informing Parents and Action to be Taken

Where children have been discriminated against, the children's parents will be informed of the incident and of the action to be taken. The identity of all parties involved will remain confidential and not be disclosed.

Revised April 2023

To be Reviewed April 2024

To be Reviewed by: Head Teacher (in consultation with CEO and Board of Trustees)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this school.