



Equality Policy

1.0 Introduction

This policy sets out Pond Meadow School's approach to promoting equality, as defined within the Equality Act (2010 updated 2014). It covers: sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment and the statutory duty to produce a Single Equality Scheme from April 2012.

2.0 School Context

Pond Meadow is a day school for pupils aged from 2- 19. Our pupils have severe, complex or profound learning difficulties. Pond Meadow has an increasing population of pupils with ASDs (approx. 50%) and those with complex and or medical conditions. Many younger pupils entering the school have an increasingly complex range of needs that are better described as 'Profound and Complex Learning Difficulty and Disability' rather than the more usual term, 'Profound and Multiple Learning Difficulty'.

Academically, pupils are typically working within the P Scales or National Curriculum Level 1.

Pupils come from a wide catchment area; 1 – 25 miles and there are no typical socio-economic or personal need indicators.

Overall numbers are growing and we have 121 pupils at present.

3.0 Equality – Aims and Values

We aim to provide equality and excellence for all in order to promote the highest standards. Communication and PSHE are at the heart of everything we do at Pond Meadow. Our aims are to ensure a culture of respect for others, promote equality by recognising and celebrating differences between people and preparing pupils for life in a diverse society.

4.0 Approach to Promoting Equality

The overall objective of this Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this Equality Policy, the school seeks to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds. This includes the protected characteristics identified within the Equality Act (2010) i.e. sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment, as well as ethnic or national origin, language, marital or civil



POND MEADOW ACADEMY TRUST

partnership status, age (although age-appropriate restrictions may be applied where necessary). The principles of this policy should apply to all members of the extended school community, pupils, staff, governors, parents and community members.

5.0 A Cohesive Community

We strive to promote a cohesive community, promoting equality in the school and our wider community, for example the curriculum provides opportunities to learn about and celebrate diversity, encouraging all families to feel a part of our community.

6.0 Roles and Responsibilities

6.1 The Governors are responsible for:

- Making sure the school complies with equality legislation
- Making sure this policy and procedures are followed

6.2 The Head teacher is responsible for:

- Making sure this policy is known about and readily available to all in the school community
- Making sure its procedures are followed
- Making sure all staff know and understand their responsibilities and receive training/support as needed
- Taking appropriate action in cases of harassment and discrimination
- Keeping staff and governors up to date on this policy

6.3 All School Staff are responsible for:

- Keeping up to date with the law on discrimination and taking training opportunities
- Modelling good practice and recognising and tackling discriminatory incidents

Pupils and parents and carers will be asked to support staff with putting this policy into practice, e.g. pupils may help develop school rules, parents and carers may give feedback on this and other policies or the Equality Scheme.

6.4 Specific Staff Responsibilities:

- Overseeing equality practices in Pond Meadow e.g. coordinating and monitoring work on equality issues, such as staff feedback: Chair of Governors (Margaret Taylor) & Deputy Head teacher (Catherine Attridge).
- Monitoring the progress and attainment of pupils including those in potentially vulnerable groups such as those in care, from minority ethnic/language communities and or more able pupils: Assessment and Accreditation Manager (Mel Harnes).



7.0 Monitoring, Reviewing and Assessing Impact

This policy is supported by the Single Equality Scheme. The scheme is reviewed with this policy to ensure it remains effective in eliminating discrimination, continues to promote access and participation, equality and good relations between all groups and does not disadvantage anyone. Assessment of the scheme will inform planning and decision-making. The weekly senior management and health team meeting has equality on its regular agenda. The principles of equality apply to all school policies.