



EQUALITY SCHEME

The school is committed to actively promoting equal entitlement in every sphere of its activities and to eradicating all forms of discrimination.

The school recognises that it has a duty to ensure that all groups of pupils and staff within the school prosper including:

- Boys and girls, men and women
- All minority ethnic groups
- Pupils and families or staff with different religious beliefs or none
- Pupils, staff and others with special educational needs
- Pupils, staff and others with disabilities
- Pupils who are looked after and their carers
- Pupils and staff who are gay, lesbian, bisexual or transgender
- Pupils or staff undergoing gender reassignment
- Pupils or staff who are pregnant or have recently given birth

The school performs an analysis of the achievements of all pupils on an annual basis, reflecting on both their Individual Education Plan data and that associated with statutory assessment. This is considered from a number of points of view, including gender, the nature of the pupil's disability, whether the pupil is 'Looked After', ethnicity, whether English is an additional language, whether they are in receipt of the Pupil Premium and whether they are entitled to free school meals. Other possible identifying characteristics are analysed when the school feels that there is cause to do so. However, because of the nature of the pupil's learning disabilities, other potentially limiting factors would in most cases be a secondary factor to the disability itself. Based on the school's latest complete development cycle (2016 - 2019) and subsequent annual analysis of data, there were no identifiable broad trends in attainment or achievement that were not primarily related to the nature of the pupil's learning disability as opposed to membership of a potentially vulnerable group.

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities, even if it requires giving them more favourable treatment.

The school recognises that 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, pupils and staff with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Reviewed by: Simon Knight

Date: February 2020

Approved by Governors:

Date: February 2020

	Equality	Equality Plan
1	<p>Establishing, maintaining and developing a school culture and ethos. Please see the school aims and values. These can be found on the website or as a separate leaflet on request.</p>	Developments in the Staff Handbook in response to SDP project on evaluating our ethos, aims and values - Jan 2018
2	<p>Preventing and dealing effectively with bullying and harassment. Please see the school's Bullying Policy</p>	Student Council to review the definition and how we respond to bullying within the context of their wellbeing – September 2020
3	<p>Listening to pupils, staff, parents and others. The school has an active student council which meets on a half termly basis. The members are elected on an annual basis for a one-year term and election is open to all pupils of the school. The school has a policy of open access to the school's development planning process whereby any member of the community can make suggestions contributing to the school's general development</p>	<p>Complete annual parental questionnaire - April 2020</p> <p>Evaluation and monitoring of transition pathways and development of an information pack for families Sept 2021</p> <p>Review and develop partnerships with families and other agencies and the wider community, to improve long-term life opportunities including Post-19 provision - 2022</p>
4	<p>Equalising opportunities. Please see the school's Charging and Remissions Policy. In addition to the measures set out in the Charging and Remissions Policy, the school's Out of School Liaison Officer (OSLO) works in partnership with families to support them in making activities and residential visits financially accessible, through the sourcing and completion of applications to bursaries and sources of financial support. The OSLO monitors the take up of such activities and reports this to the Senior Leadership Team.</p>	
5	<p>Informing and involving parents and carers. The school operates on a non-hierarchical basis and fosters an atmosphere of professional informality, using first names and dressing informally where appropriate. The school operates a daily diary system for communication between home and school, using non-written communication tools where necessary. We also use text messages, email and telephone communication where appropriate. Regular newsletters and school newspaper publications are sent out to share news and celebrate achievements. The schools sees active parental membership of the governors as being integral to the success of the school. Families are invited to share in annual whole school events, such as Sports Day and the associated family picnic, Christmas Productions and activities organised for the children and their families via the Friends of Frank Wise School. Parents and carers are actively encouraged to contribute to the school's three year development planning process.</p>	<p>Ensure updates to the school website are regular</p> <p>Create updated pupil prospectuses for both the main school and the Griffiths Centre – July 2020</p> <p>Create an introductory video featuring the students to be hosted on the school website – 2021</p> <p>Review and revise the Annual Review template taking into account statutory requirements and the needs and views of all stakeholders – July 2020</p>

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6	<p>Welcoming new pupils and helping them to settle in effectively. The school has an annual task schedule for transition and, within this, clearly identified processes for supporting those beginning at the school, whether this be into the Assessment Nursery, one of the classes in the main part of the school or the Griffiths Centre. The school supports appropriate transition arrangements for new pupils. Typically, this may involve a visit to their current provision for their new teacher, followed by the opportunity to spend time with their new teacher and/or peers in advance of joining the school full-time. We also recognise the importance of welcoming and supporting new families, who may be adjusting to the fact that their child requires the support of a special school placement.</p>	<p>Create updated pupil prospectuses for both the main school and the Griffiths Centre – July 2020</p> <p>Create an introductory video featuring the students to be hosted on the school website – 2021</p>
7	<p>Addressing the full range of learning need. Please see the school's Curriculum Framework and Post-16 Curriculum Framework. These can be located on the school website or hard copies can be provided on request. Please also see the school's SEN policy.</p>	<p>Review of the extent to which systems, structures and approaches facilitate optimal outcomes for all students within Post-16 and implement key outcomes – 2020 - 22</p> <p>Embed the use of PODD across the whole school</p>
8	<p>Supporting learners with particular needs. The school treats all of its pupils as unique individuals and as such works to ensure that their individual learning needs are met effectively. Further details of how this is achieved can be found in the school's Curriculum Framework (Available on the school website or in hard copy by request) Please see the school's SEN policy.</p>	<p>Review the pilot for assessing progress in IEPs and implement identified changes – 2020 to 2021</p>
9	<p>Making the school accessible to all. Please see the school's Accessibility Plan.</p>	<p>cf: Accessibility Plan</p>
10	<p>Ensuring fair and equal treatment for pupils. The school has a regular cycle of review with regard to all of its policies, completed by the SLT in conjunction with the Governing Body. It is through this process that the school reflects upon its policy portfolio in order to ensure equality for all. In addition to this, data generated and held by the school relating to areas such as achievement and Restrictive Physical Intervention are also analysed in order to identify any potential trends highlighting possible inequalities.</p>	
11	<p>Ensuring fair and equal treatment for staff and others. The school has a regular cycle of review with regard to all of its policies, completed by the SLT in conjunction with the Governing Body. It is through this process that the school reflects upon its policy portfolio in order to ensure equality for all. Please also see the schools Complaints, Staff Development and Equality Policies.</p>	<p>Review the appraisal process and the role of the appraiser – July 2021</p>
12	<p>Encouraging the participation of under-represented groups. The school actively encourages all families to become involved in the school in whichever way they can, through formal structures such as the Governing Body, the Friends Association or the Parental Communication group, or informal ones such as the organisation of whole school events and activities. The school actively seeks the views of the wider school community as part of its development planning process and with regard to significant issues related to the school.</p>	<p>Actively encourage responses to annual parental questionnaire from families from minority groups, supported with translation where relevant - April 2020</p>

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13	<p>Other The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'alumni' communications and activities.</p>	
14	<p>Monitoring and evaluating the policy The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation. The policy is therefore, along with all of the school's policies, publicly available for comment via the website. We also undertake to review the policy on a three-year cycle where there are no specific concerns raised and immediately, where practicable, should concerns regarding the effectiveness of either the policy or its implementation are formally raised.</p>	All policies will be monitored on an annual or three-yearly basis, as appropriate.
<p>Note on reporting. There is a requirement for public bodies, including schools, to:</p> <ul style="list-style-type: none"> • Publish data to show how it is complying with the equality duty for each of the strands • Information on the effect of its policies • Evidence of any analysis it undertook to establish whether its policies would further the aims of the duty • Any engagement it has undertaken with interested parties <p>The reassurance in 5.8 states that 'schools will not be constrained to take action which is unnecessary or unproductive; light touch, to avoid placing unnecessary burdens on schools; and proportionate so that what is expected from – for example – a small primary school and a big government department reflects their different size and resources. The duties will not represent rigid bureaucratic processes or a tick-box approach. The emphasis will be on transparency to allow local democratic accountability.'</p>		