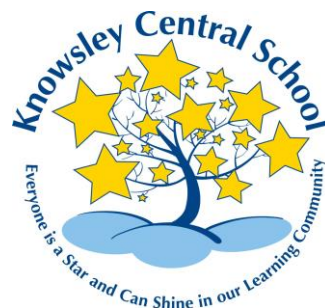


Knowsley Central School Equality Scheme 2017-2021



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| Approved by: | Daryl McConnell | Date: 5 th September 2017 |
| Last reviewed in: | October 2018 | |
| Next review due by: | September 2019 | |



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We want to ensure that your needs are met.

If you would like this document in any other format, please contact us.

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Contents

1. Aims 4

2. School context.....5

3. Legislation and guidance 7

4. Roles and responsibilities 7

5. Eliminating discrimination 8

6. Advancing equality of opportunity 8

7. Fostering good relations 9

8. Equality considerations in decision-making 9

9. Equality objectives..... 10

10. Monitoring arrangements..... 11

11. Links with other policies..... 11

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our equality vision and values underpin life at Knowsley Central School.

At Central we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Scheme is based on the following core values that encompass the aims of our school.

As one of Knowsley Borough's special education establishments one of the aims of our school is to help our mainstream colleagues to maintain children with learning difficulties in their local primary school. Our school also offers a separately located quality education for those children who will benefit from a more specialised learning environment.

In order to achieve this Central provides:

- a wide range of learning opportunities for the children, both as individuals and as members of group
- a stimulating and attractive environment.
- early identification of a pupil's difficulties and ways to resolve them.
- high but realisable goals in all aspects of learning.
- many opportunities for each child to experience success and to receive recognition for achievement.
- access to a broad and balanced approach to the National Curriculum modified where necessary to meet the individual needs of the child.
- a positive commitment to work in partnership with parents and professional services in promoting the best interests of the children.
- high quality support in both material and human resources to the staff and pupils of the associated schools.

- equal opportunities for all members of the school community.
- a stable and consistent approach to all aspects of behaviour.

2. School Context

Knowsley Central is located in the Huyton area of Knowsley and draws mainly from a significant socio-economic disadvantaged community. The authority is consistently listed as one of the most economically deprived boroughs in the country.

Knowsley Central is a special school which provides education for 98 pupils aged between 4 -13. The pupils have complex needs including autism and social, emotional and mental health difficulties (SEMH), and each has an Education Health Care Plan (EHCP) or a statement of special educational needs.

There continues to be a high demand for places and the school is consistently over-subscribed, having a designated roll of 92. Increasing numbers of ASC and SEMH pupils have been referred over the last few years, altering the school's typical population. This has resulted increased numbers, restricted space and a more challenging cohort of pupils. Referrals have risen from the authority's designed provision for complex needs in mainstream schools, especially pupils with challenging behaviour, and also from the authority's pupil referral unit.

Because of an increased demand for places for pupils with ASC our Key Stage 3 provision is designated solely for pupils with ASC. Within this cohort are pupils who are expected to achieve at GCSE and also those on P Scales.

Fundamental to the school's provision is a successful learning support team. The team works across 25 schools in the Central and Northern areas of the borough to develop provision and support the needs of pupils within the mainstream setting. As part of this provision, there are places at the school for pupils from other schools who attend two half days a week to receive specialist teaching for literacy difficulties. The impact of this work is far reaching and has become a much valued hub of support and expertise.

| Characteristic | Total | Breakdown (number and %) |
|------------------|-------|--------------------------------------|
| Number of pupils | 98 | 20 and 20% Female 78 and 80% Male |

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| Number of permanent staff | 52 | 43 and 83% Female 9 and 17% Male |
| Number of governors | 7 | 5 Female 2 Male |
| Religious character | | Non denominational |
| Attainment on entry | | 100% below age related expectations |
| Mobility of school population | | Static |
| Pupils eligible for FME | | 60% |
| Deprivation factor | | High |
| Disabled staff | | None |
| Disabled pupils (SEN/LDD) | | All pupils an Education, Health and Care Plan |
| Disabled pupils (no SEN) | | None |
| BME pupils | 4 | |
| BME staff | 1 | |
| Pupils who speak English as an additional language | 0 | |
| Average attendance rate | | 91.6% |

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| Significant partnerships, extended provision, etc. | We work closely with 25 local primary schools and have part time places for pupils with literacy difficulties. We provide a training and consultancy service across the borough and in some neighbouring authorities. |
| Awards, accreditations, specialist status | Basic Skills Quality Mark Healthy Schools Award Gold Reading Quality Mark |

3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mrs J Lee. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has an equivalent facility for boys and girls

9. Equality objectives

| Objective | Planned activities | Lead / Staff | Outcomes for Objective |
|--|--|-----------------------------------|---|
| For all pupils, especially those in upper KS2 and KS3 to have a sound knowledge of how to be safe on line. | <ul style="list-style-type: none"> • Pupils to complete e-safety questionnaire to evaluate their safety on line and computer usage. • Following findings of questionnaire, discussions to be held in class focusing on staying safe on line • E-safety lessons to be held in all classes, differentiated to meet pupil ability and understanding. • ½ termly focus on e-safety in lessons across the curriculum when using the internet. | PL CD Class teachers CLC | <ul style="list-style-type: none"> • Pupils can clearly articulate how to stay safe when engaging in on line activities. • Information gained from re-administration of questionnaire shows that knowledge has increased. • Less incidents of risky behaviour on line are reported to staff and SLT. |
| To continue to promote diversity and equality awareness | <ul style="list-style-type: none"> • Continue themed weeks to increase awareness and understanding of other cultures and races, bringing in positive role models for pupils • Promote visits to a variety of places e.g. World Museum, places of worship to increase pupil understanding of the world beyond their doorstep. • To ensure that resources including books in school promote diversity and allow pupils to discuss difference in a | JL Class teachers AT | <ul style="list-style-type: none"> • Pupils are aware of and can positively discuss people who are different from them because of race, religion, culture, sexuality or disability. • Pupils can draw on a range of first hand experiences to help them understand difference. |

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| | <p>positive way.</p> <ul style="list-style-type: none"> To bring a range of sporting activities into school that enable pupils to participate equally e.g. boccia, wheelchair basketball etc. | | |
| For the school council to continue their decision making role in school | <ul style="list-style-type: none"> To raise money for charities to support chosen causes e.g. Macmillan nurses. Through assemblies, inform the rest of the school about the work undertaken by the chosen charity. To promote the work of a chosen cause e.g the food bank throughout the school and take an active role in activities to support the cause. School council to gather pupil opinion regarding life in our school and bring finding to the governors for discussion and action. | <p>LC</p> <p>AMcD</p> <p>Class staff</p> | <ul style="list-style-type: none"> School council members are enabled to have discussion with SLT and governors regarding the views of all primary aged pupils. School council members able to teach other pupils about chosen charities and encourage them to take part in fund raising activities. School council have raised money for and visited chosen charities during the course of a year. |

10. Monitoring arrangements

The governing board will update the equality information we publish at least every year.
This document will be reviewed by governing board at least every 4 years.
This document will be approved by the governing board.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy