

Tuke School

Schools' Single Equality Scheme

Contents

- 1. Introduction**
- 2. School profile and values**
- 3. The Race Duty and Community Cohesion**
- 4. Disability Equality Duties**
- 5. The Gender Equality Duties**
- 6. Religion and Belief**
- 7. Sexual Orientation**
- 8. Age**
- 9. Southwark Local Safeguarding Children Board
Anti - bullying and Discriminatory Policy Framework**
- 10. Employment Practices**
- 11. Equality Impact Assessments**
- 12. Consultation and Information**
- 13. Setting Priorities**
- 14. Roles and Responsibilities**
- 15. Procurement and Contracting**
- 16. Action Plan**
- 17. Reporting and reviewing the scheme**
- 18. Publication**

Forward

Southwark Council's vision for equality, diversity and human rights

Southwark's approach to equality and diversity is to recognise and value difference whilst also holding on to what we all have in common. The council's vision is clearly set out in 'Southwark 2016'. It describes how our commitment to reducing the inequality gap underpins all our plans. We want to be an example to the whole country of successfully fusing the celebration of diversity with greater social inclusion and cohesion.

Success of the school's Single Equality Scheme will require ownership by Governors, senior leaders, all staff, the school community and the young learners, along with their partners.

The Southwark School's Single Equality Scheme (SSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The SSSES therefore contains:
 - The school's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
 - how the school will manage, plan and include its equality and diversity policy within its day to day work.
2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The SSSES therefore contains:
 - the school's statutory equality schemes in relation to race, disability and gender
 - the school's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The SSSES will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services; and that their services are more accessible and delivered effectively.

The SSSES incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates their commitment to ensuring equality for all.

Section 1 - Introduction

This Schools Equality Scheme (SES) is a combined scheme designed to meet the Race, Disability, and Gender Equality Duties, as well as the requirements of the law for Religion and Belief and Sexual Orientation. Our School Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender, and homophobic incidents.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for students, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every student irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every student has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining students and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for students from all backgrounds.

We will involve students, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Tuke School Vision and Aims for Equality and Diversity

It is an essential part of our philosophy that all of the curriculum and every part of the building is easily accessible to all.

Tuke School aspires to be:

- A centre of educational excellence for students with Severe and Complex Learning Needs
- An exceptional place to work and learn
- A school that encourages creativity, challenge and self motivation
- An environment where our students are empowered by their learning and through the environment in which they learn.
- A place where learning will be enhanced and enabled through intelligent technology

Tuke School

- To be an open and welcoming environment
- To be an inspiring place to work and learn
- To teach one another to be healthy and safe

We will value and celebrate the achievements of those within our school community

We will be helpful, supportive and positive to all students, staff and parents, maintaining a high degree of professionalism at all times

We will provide a meaningful and stimulating curriculum which reflects the needs of the individual and promotes creativity and fun

We will devise clear and achievable learning objectives that are based on individual student priorities

We will provide advice, information and training from within our community and create opportunities to learn from each other.

We will continually reflect on our practice to meet the changing needs of our students

2 - School profile and values

Tuke School is in Peckham, located on the south of Burgess Park, Southwark. The catchment area of the school covers the whole of Southwark. A few students also attend from other Local Education Authorities. This area is home to many members of Southwark's diverse ethnic minority communities. Young people from many minority ethnic communities attend our school.

Our student/student population is as follows (2015 Census):
(school to provide breakdown by ethnicity, gender and disability ~ including if possible, which impairment groups are represented or not represented)

Ethnicity

Ethnic Group	Male		Female	
White British		4		4
White Irish				
Any other white		0		4
Mixed		2		2
Asian / Asian British		5		3
Black / Black British		30		7
Chinese or other				1
Other		6		2
Total students	70			

Disability

Disability	Primary need	Secondary need
Severe learning Difficulty	56	13
Profound and Multiple learning difficulty	09	0
Autism Spectrum Disorder	05	29

Gender

		Male		Female	
Students	47	67%		23	33%
Total student	70				

Our staff (2020 workforce monitoring) includes representatives of:

Ethnicity

Ethnic Group	Male		Female	
White British	5	11%	16	36%
White Irish	0	0%	0	0%
Any other white	2	4%	3	7%
<i>Sub total</i>	7	16%	19	42%
Mixed	1	2%	3	7%
Asian / Asian British	1	2%	0	0%
Black / Black British	6	13%	7	16%
Chinese or other	0	0%	0	0%
Not declared	0	0%	1	2%
<i>Sub BAME</i>	8	18%	11	24%
Total	45			

Disability

	Male		Female	
Disability	1	2.2%	0	0.0%

Gender

		Male		Female	
Our workforce	14	31%		31	69%
Total staff	45				

Age		Male		Female	
21 to 29	1	2%		3	7%
30 to 39	7	16%		8	18%
40 to 49	3	7%		8	18%
50 to 59	2	4%		6	13%
60 and above	1	2%		6	13%
Total	45				

- At Tuke we are committed to
 - ▬ Tackling race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
 - ▬ Positively promoting race, disability and gender equality.
 - ▬ Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
 - ▬ Promoting equality of opportunity for all.

Roles and responsibilities, commitment and accountability





The SSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Tuke School recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000 (RRA). Since the 31st May 2002 we have had in place a written statement of our Race Equality Policy, and we have implemented the arrangements for developing a Race Equality Policy to meet the General Duty.

The purpose of our Race Equality Policy (REP) is to help us to:

-  Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.
-  Expand access across all communities and in all areas of school activity.
-  Eliminate unlawful racial harassment.
-  Ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our REP into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy forms part of the School Equality Scheme 2015 – 2019.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

Community Cohesion

We understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At Tuke School will work hard to create an enriched school community, that promotes social inclusion, community cohesion and equality, respects diversity and challenges and acts upon discrimination and inequality including bullying. Harassment or discrimination of any kind is not tolerated

Tuke school provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity through the school curriculum and whole school celebrations.

It is important that monitoring, evaluation and action planning for equality is essential to ensure that students are not being disadvantaged, and that monitoring leads to action planning.

We will evidence our effectiveness by demonstrating:

- Widely shared sense of the contribution of different communities to a shared vision.
- Strong sense of individual rights and responsibilities within the school community.
- All children and parents feel they are being treated fairly and have the same opportunities.
- Children trust the school to act fairly.
- Strong and positive relationships.

Section 4 - The Disability Equality Duties

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled students, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and students by disability.
- Have a Disability Equality Scheme (DES).

We plan to increase access to education for disabled students by:

- Ensuring that the school curriculum is personalised and accessible to all students
- Ensuring that all students can take advantage of the specialist facilities within the school environment
- Ensuring that information is accessible to all students.

Tuke School is a purpose build building that offers access to all.

Students attending the school and their parents, together with the staff working at the school were involved in the design of the school building. Working closely with architects who were able to offer advice and guidance throughout the process has enabled us to fulfil our key philosophy 'that every part of the school building is available to everyone'

Our school curriculum is designed to meet the needs of young people who have severe and profound learning needs. We take a personalised approach to meeting student's needs. We use teaching strategies and styles that are inclusive and that reflect the needs of our students. The curriculum prepares our students to achieve education, health and care plan outcomes that are central to the school curriculum. Communication strategies are based on a 'total communication' approach. At Tuke this means that we work with individual students and the of the

communication strategies that have and build on these to improve communicative intent, functionality and purpose.

Section 5 - The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Students

At Tuke we use contextual data to improve the support we provide to all students
Student results are analysed according to gender using CASPA

Targets for all students are personalised and there is a direct link with their Educational, health and Care Plan or statement of Special Educational Need.

Students achievement is monitored and assessed individually and a summative assessment using QCA P level descriptors is completed annually. . Achievement data is monitored by ethnicity, gender, disability and other groups relevant to our school.

Teaching materials used throughout the school reflect the diversity within society, without stereotyping or adapt them to particular needs

All students regardless of their gender are provided with the same opportunities throughout the school. They are encouraged to participate in activities and opportunities that they are interested in

Teaching resources used promote equality between gender stereotypes.

Where appropriate the curriculum would address issues such as, gender and domestic violence, sexual bullying and sexual exploitation as part of the school curriculum at a level that is appropriate and understandable to the student group.

Staff

The results of the equal pay audit for Tuke schools.

Analysis of the results by gender, indicate that 69% of the workforce are women. The starting spinal point for all support staff is Hay Grade 6 with the exception of Admin/Clerical staff.

Incremental point is linked to successful performance management. There are 2 females and 1 male on leadership points. Teachers are on different pay scale depending on their experience.

In view of the above there is no gender pay gap.

Section 6 - Religion and Belief

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Religious Education is compulsory subject in this country and every school must teach it to statutory school aged students. We teach what is known as the 'agreed Southwark syllabus' which is Christian and non-denominational. We have students who come from Muslim or Hindu families as well as from Catholic, Anglican and Humanist families. Some parents/carers are agnostic or atheist. We try to provide for all these beliefs in some way, so that no student feels left out.

Our staff are aware of the spiritual needs of the students.

We aim to ensure that individual views and needs and those of their parents/carers are catered for. During assemblies and celebrations, we create an atmosphere to enable students to realise that something special is happening. Daily assemblies are centred around themes. These may include good news about students' achievements, a story, world events and news which students of all faiths can attend. In addition the whole school celebrates the major festivals such as Christmas, Chinese New Year, Hanukkah, Ramadan, Harvest, Easter and Diwali, thus reflecting both Christianity and other religions.

If parents/carers do not want their child to take part in religious assemblies and event, they must let the school know.

Section 7 - Sexual Orientation

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

Homophobic bullying, language and stereotypes will be challenged within the school by talking to the persons concerned. By heightening awareness, their rights and rights of others through school assemblies. Resources used will be adapted to enable the students group to access and understand their content , given that all students have severe or profound learning needs

Section 8 Age

The School is committed to promoting equality of opportunity regardless of age. We recognise that society can have negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

At Tuke we are committed to promoting equality of opportunity for people of different ages. By this we will promote equal participation in society of people of every age. People are valued, regardless of their age, for their contributions and these contributions are recognised.

Section 9 - Anti-bullying and Positive Behaviour Policy Framework

Our School states clearly that all forms of bullying are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying in our Anti-Bullying/Behaviour Management Policy. We will submit data regarding incidents of racism to the Children and Young People's Service in Southwark Council.

Objectives with our School policies, reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation.

Our Anti-Bullying and Behaviour policy will be reviewed in line with Southwark's Anti-Bullying/Positive Behaviour guidance. Our school development plan is reviewed termly.

Tuke school are committed to recording, analysing bullying and discriminatory incidents using the Sentinel incident recording system and ensuring information is used to prevent further issues.

Tuke School will provide termly data to Southwark Children's Services of incidents of racism in accordance with statutory requirements.

At Tuke we are committed to training staff to use safe and positive physical interventions (Team teach)

Section 10 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

Tuke School ensures that we observe and implement the principles of equal opportunities in employment, specifically;

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- All staff at Tuke are included in annual performance management cycles

- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Our workforce monitoring report 2015 details data regarding to:

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances
- Grievance
- Disciplinary
- Harassment
- Discrimination

Section 11 - Equality Impact Assessments (EIA)

Equality Impact assessment involve predicting and assessing what the implications of a policy, function or strategy will be on a individuals and groups of people.

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

The effects of current policies and practices on disabled students and staff and parents /carers boys and girls, men and women; and people from black and minority ethnic communities will be monitored and issues arising will be addressed.

Section 12 - Consultation and Information

Actions within the Single Equalities plan have been informed by input from staff, students, parents/carers and governors. This has been achieved through:

- Feedback from parents surveys
- Staff discussion
- Observation of lessons
- Issues raised at annual review meetings
- Feedback from Governing bodies
- Evaluation from whole school events
- Issues arising from other multi disciplinary meetings
- Consultation via union representatives

Section 13 - Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

Curriculum activities, events and opportunities will be available to all students
Training opportunities will be linked to performance management and will reflect the schools priorities. These will be available to all staff as appropriate
School policies and practice will reflect and promote equality across all strands
Additional provision and support will be provided to enable everyone within the school community to be active participant
The school building has been designed to facilitate access for all
Staff recruitment will follow protocol and all interview will include an interview who has completed safer recruitment training

The action plan highlights the School priorities

Equality monitoring will be used to assess progress on implementation, review and develop later schemes.

Our commitment to promoting equality is at paramount and is clearly reflected in the school's Mission statement '**Learning Everywhere, Inspiring Everyone**'

Section 14 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The Governing body has responsibility for

- monitoring the delivery of the Schools Equality Scheme will take place at governors meetings.
- Ensuring that we meet the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2009 Religion and belief and Equality Act (Sexual orientation) Regulations 2007.

In partnership with the Governing body, the Head Teacher has responsibility for providing leadership and vision in respect of equality. This will involve:

- Overseeing the implementation of equality policies and schemes
- Co-ordinating activities related to equality and evaluating impact
- Ensure that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring that they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with legislation

Section 15 - Contracting and Procurement

- All the agencies we use are made aware of the school's equality policy and procedures and are compliant of DDA. Onsite contractors are informed of the school's equal opportunity policy and the importance of adhering to this policy by observing guidance and abiding by protocols set down by the school.
- The school monitors its contractors to ensure best value for the school while in total compliance with our values.
- Contractors and other visitors to school also contribute to implantation of our policy by: promoting equal opportunities, fairness, justice, good relations and positive attitudes within their service and beyond in the community.
- In addition contractors are expected to demonstrate awareness and sensitivity of the particular challenges in a special school.
- The deputy head has a weekly meeting with 4Futures and Facilities Management to ensure they are meeting the Service Level Agreement and also to highlight any concerns.
- The school will rigorously monitor contractors on site. Any contravention of the policy will be challenged.

Section 16 - Action Plan

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

Section	Action	Monitoring	Responsibility	Timescale	Success indicators
All	Publish SEP via newsletter, briefing memo, staff email	Survey Feedback	Head	June 2012	Stakeholders aware of policy and its content
All	Review relevant policies 3 yearly	Ensuring that practice matches policy	Head & Governors	2018	School reflects principles in policies
All	Curriculum and displays further reflect and promote diversity	Observations Plasma screen Learning walks	SLT & Key stage leaders	Ongoing	Evidence of positive role models from range of sections
All	Ensure all students make effective use of the school specialist facilities	Timetables Observations	Deputy	Ongoing	Students access all specialist learning areas
All	Celebrate cultural events throughout the year to increase student awareness	Assemblies, whole school events Special events	All	Termly - ongoing	Students are involved with a range of opportunities to extend their awareness
All	Increase governor awareness	Learning walks Monitoring visits	Head Governor	2018	Governors reports reflect the school policies

Southwark Schools Equality Scheme

Disability	Link with other schools / post school provision	EVOLVE	Teachers	Annual	Strengthen relationships between providers
Disability	Support and advice from peripatetic and therapy staff to support individuals with sensory/ physical/ communication needs as appropriate	Annual review meetings MAC meetings medicals	Teachers and SLT	Ongoing	MDT meetings Individual plans MAPP
Disability	Modify PCP reviews to closely reflect progress towards EHCP outcomes Inform parents to enable them to make contributions	Review meetings	Head	Sept 16 – staff training Annual in line with EHCP reviews	PCP presentations MAPP progress and evidence
Gender	To provide a range of physical activities for all	P.E groups and activities	Deputy	Ongoing	End of year reports
Race	Identify and respond to any reports or incidents	Observations Conflict meetings	Head	Ongoing	Returns data to LA

Section 17 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

We will make regular reviews to track student progress. As part of this process monitoring will include achievement by race, gender and disability to ensure that all students are making the best progress possible. Where data analysis suggest gaps we will take action to address the specific area.

The actions set out in the plan will be monitored in line with the timescale agreed and progress will be recorded.

As the school priorities change the plan will be updated to reflect this.

Section 18 - Publication

The Schools Equality Scheme is published as a separate document and is available on request.

The plan will be published on the school website.

Progress on the actions will be included in the Head teacher's report to Governors which is made available.

Hard copies will be made available.