

Tuke School Statement on Equality

Tuke School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan which can be found on the Tuke School website. A hard copy can be requested from the school office.

Equality duties for schools

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties

Schools have a general duty to

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Part 1: Information

Pupil population

All students at Tuke have special education needs. Currently there are 93 students on roll.

Ethnicity	Gender		SEND	
	Male	Female	EHCP	SEN
Asian or Asian British	2	3	5	
Black/Black British	39	13	52	
White Western European	2	1	3	
White Eastern European	1	0	1	
White British	5	3	8	
Mixed/Dual background	9	2	11	
White Irish	0	0	0	
Any other ethnic background	10	4	14	

Prejudice related incidents and bullying

Exclusions

There have been no exclusions

Staff (only applies if the school employs more than 150 people)

Information on staff by protected characteristics

Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

Safeguarding and Prevent Duty training for all staff

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions

Policies which particularly contribute to the promotion of equality

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff discipline and grievance

ICT agreements and Online safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

PHSE and Wellbeing Policy

Curriculum

When planning the school curriculum many areas have to be considered including the sensitive areas of discrimination. Our aim is the education of the whole person so that students do not suffer discrimination of any kind on the grounds of sex, ability, uneven development, disability, race or class. All students have the right to access the School Curriculum, which is personalised to meet individual needs.

In the process of presenting a balanced curriculum we will discuss issues such as race when they appear and where it is appropriate, rather than suppress or avoid them. We would wish to promote discussion and understanding throughout the curriculum

We should promote in students a respect for each other as people. We need to help students to understand their own disability, within the framework of improving self-esteem. We promote self-confidence at all times.

All students who have English as an additional Language, or whose parents who have English as an additional language are identified. Support will be organised so that student's equality of access to the curriculum will be improved, and barriers to learning are removed.

We pay particular attention to the quality of the books and visual aids we use. Our curriculum, displays, equipment, books activities, assemblies, educational off site visits, programmes of study and qualification offer etc. will be reviewed to ensure that

all cultures are presented in a positive way and all student can feel valued and at ease at school. Resources need to be planned to include access by students who are wheelchair or mobility aid users.

Tuke School develops cultural awareness by using activities related to language, dress, religion, music and food, and all major religious and cultural festivals should be celebrated. Visitors and members of the community will be encouraged to participate with us. We promote British values and we have a very strong and long-standing set of values driving the ethos of the school.

Tuke School caters for the different physical care needed by different races (especially care of the skin and hair) and to understand and respect the importance of particular standards and styles of dress in different communities.

Meeting the needs of the students in the School should not act as a barrier to them entering the world outside, and we will give them every opportunity to succeed in their social and cultural group. On-going training for teachers and support staff, are incorporated as appropriate in the School Development Plan.

Engagement/consultation

We have a vibrant School Council which represents the profile of our school population and ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being.

We effectively engage and work in partnership with our parents and carers, working particularly hard to include those who may, for whatever reason, find working with the school difficult. Our strategy is strengthened by being mindful of family living circumstances and any additional stresses this may cause. In view of this we are tactful in our handling of any delicate situations.

We will ask parents and carers to assist the School in understanding their culture and religion and advise us on ways of reflecting their backgrounds in all aspects of our work.

Parents and carers will always be welcomed to work with us in any way they can and to make suggestions about equipment and activities provided.

The School has a number of mechanisms for actively seeking the views and perceptions of parents about their student. In trying to understand student's behaviours it is necessary to take into account specific needs, student's home circumstances, and social and medical history.

The School will offer to make all information to parents and carers available in the major community languages. Every effort will be made to provide translation or interpreters where necessary. Additional support will be provided for parent and carers so that they can attend and communicate effectively at planned reviews and meetings.

We would wish to extend our links with community groups, and promote the contribution of parents and community groups to the life of the School.

Disability

Tuke school is a special school for young people with severe and complex needs. We are committed to working for the equality of people with disabilities. Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds.

Gender

We are committed to working for the equality of people from both genders, and those identifying as gender non-binary.

Teaching resources include positive, non-stereotypical images of men and women, girls and boys across the curriculum, through assemblies, visits and the visitors we invite in to the school.

Religion and belief

At Tuke School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

Our school building has been designed to meet the needs of all students. All learning areas within the building are accessible to students. Specialist facilities ensure that individual needs can be met.

Our school curriculum has been written by staff experienced in teaching young people with special educational needs and is therefore appropriate for all learners. This is regularly reviewed and refreshed accordingly.

An individual approach to learning ensures that individual needs are met. Individual target setting is at the centre of our curriculum, assessment and monitoring systems. Specific approaches and strategies to enable access to learning are employed throughout the school and staff have been trained to deliver high quality learning experiences.

All students are supported to actively participate in whole school events and activities.

The specific needs and small cohorts of students throughout the school mean that comparative data may not always be the most useful way of identifying achievement gaps or barriers to learning. Consideration given to individual needs and appropriateness of learning experiences is a more effective way to ensure that achievements gaps do not occur.

Our policy is to always confront and to intervene when a discriminating incident occurs. It is important that everyone we work with, adults and students alike are aware that we are working to eliminate all discrimination and that we promote

equality of opportunity and foster good relationships between parents, other professionals, students and the community.

As a school we organise and promote events and activities that students are able to participate in. We celebrate cultural differences and diversity.

Our school curriculum supports students to understand, respect and value difference and diversity at a level appropriate to their needs.

Derogatory views expressed by student or adults in the School will be challenged by all members of staff and will be dealt with in a serious and sensitive manner. In the event of an extreme problem occurring, the facts will be recorded and discussed with the Headteacher so that further action can be taken.

When supporting students it is important to try to stop the incident immediately, and then to follow this by discussion with everyone involved. Students will need simple explanations, supported by visuals and social stories, of what is acceptable and what is not. It may be difficult for some students to understand the implications of their behaviour.

We want to ensure that the students are encouraged to value themselves and others as worthwhile people, each with a particular contribution to make. All activities within the school are offered to all students and appropriate support is provided to enable them to engage and participate. Our resources and environment should as far as possible, support our school values, principles, expectations and aspirations.

We promote inclusion for faith groups within our curriculum. Student experiences are further enhanced by visits to local places of worship and opportunities to engage with different religious and spiritual communities around us. Special assemblies are held and students are able to experience at a level appropriate to their needs, celebrations, sharing of experiences and significant festivals.

Our curriculum and extended activities supports students to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.

November 2022

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To ensure that students with sensory learning needs have appropriate learning resources and staff are given relevant training, advice and support to meet individual needs

Success criteria: Key actions to meet this objective

To consider how QTVI can support and advise on resources

Progress

Plan for intervention with individuals agreed. Resources required ordered and are in use. Reports prepared for annual reviews with suggested updates for EHCP.

Functional vision assessments are completed annually.

The QTVI has advised on appropriate online VI courses. Two Tuke staff have completed these courses.

To redesign a learning area so that there is a specific room for assessment and teaching

Progress

An area within the school has been redesigned for this purpose. Lighting and resources have been implemented. A timetable for use is available.

For staff to receive training in behavioural eating

Progress

Training session with SALT. Group sessions took place supported by SALT initially.

This was taken over by senior leader and staff support. The sessions were successful at individual levels for some students. However confronting eating issues did cause some behavioural difficulties for one student in particular.

Equality objective 2:

Close the attainment gap between achievement in literacy and numeracy so that all students achieve as well as they do in numeracy as they do in literacy

Success criteria: Key actions to meet this objective

Teacher refresher training in using Numicon to support numeracy

Keys Stage groups to pool teaching strategies to support teaching of numeracy

Progress

Addressed via key stage planning sessions. KS3 reorganised groups relating to abilities for one session per week for targeted teaching. There were a total of five groups and both teachers and leadership support staff took responsibility for leading the groups.

Teachers to include numeracy learning intentions for students as appropriate within their cognition sessions.

Progress

Teachers are addressing and this is ongoing. Teachers are mindful of including a numeracy focus when making suggestions for updating EHCP's

To ensure student samples of work reflect their achievements in numeracy as appropriate

Progress

Teachers are addressing and this is ongoing

Equality objective 3:

Ensure that the participation in whole school activities provided by internal and external providers are inclusive for all students

Success criteria

Success criteria: Key actions to meet this objective

All external booking providers to be aware of the student needs so that they are able to deliver appropriately

Progress

Planning meetings with senior leaders and organising staff have been essential to ensure this. Projects groups have been modified so that all students can be involved and needs met

That there is equality in access to project activities e.g. if a PMLD activity is provided an alternative SLD one is also made available.

Progress

The Tuke's Got Talent event was a shining example of a successful whole school project where students from across the school were encouraged to showcase their individual skills and talents. It was wonderful that so many students who are not usually in the limelight for performances were centre of attention.

Teachers are aware and this is ongoing and addressed via the SDP

November 2022