Great Arley School
Dare to Dream, Aim to Achieve

Our vision

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and pupils where wellbeing is paramount

EQUALITY AND INCLUSION POLICY

DATE REVIEWED	REVIEWED BY	NEXT REVIEW DATE
Autumn 2026	Nicola Holland	Autumn 2027

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GREAT ARLEY SCHOOL

Equality and Inclusion Policy

Aims

This policy is developed in accordance with the **Equality Act 2010**, which provides a single legal framework to protect individuals from discrimination, harassment and victimisation. The act brings together all previous equality legislation into one coherent duty, identifying the following 'protected characteristics' for which discrimination is unlawful:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

At Great Arley School, we are also bound by the **Public Sector Equality Duty (PSED)** introduced under section 149 of the **Equality Act.** This means that we must:

- Eliminate discrimination, harassment, victimisation and other unfair treatment.
- Promote equal opportunities for everyone, ensuring that people with 'protected characteristics' have the same opportunities as those who do not.
- Build positive relationships and understanding between people with 'protected characteristics' and those without.

Equality of opportunity at Great Arley School means providing equality and excellence for all, ensuring every member of the school community feels valued, respected and able to achieve their fullest potential. Equality of opportunity applies to all members of the school community, pupils, staff, governors, parents and carers, volunteers and community members.

School Context

Great Arley School is a community special school, located in Thornton – Cleveleys, Lancashire. It caters for pupils age 4-16 with Moderate Learning Difficulties (MLD), and all pupils are identified as having Special Educational Needs and Disabilities (SEND).

The school currently has 101 pupils on roll, all of which have an Education, Health and Care Plan (EHCP). 59% of our pupils are eligible for free school meals (FSM) which reflects the diverse range of family circumstances within our school community. Our pupil numbers also indicate a significant gender imbalance with 66% boys in comparison to 34% girls, although this is typical in some SEND settings.

Core Values and Ethos:

- To prepare pupils for life in a diverse society and world.
- To meet the diverse needs of the pupils
- To ensure that an inclusive ethos is established and maintained
- To make Great Arley School a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued.
- To respect and value linguistic, cultural and religious diversity in the community
- To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards others identifies.
- To acknowledge the existence of prejudice and be proactive in tackling and eliminating discrimination.
- To ensure that issues related to equality and prejudice are recognised across all areas of school activity.
- To ensure that equality is an integral part of all planning and decision making within the school.

Roles and Responsibilities:

Governors will ensure:

- The aims of Great Arley School indicate a commitment to providing equality of opportunity.

- That the policy remains up to date, verifying that it reflects current legislation, guidance and best practice.
- The school publishes measurably equality objectives every four years and that these objectives are ambitious, evidence-based and aligned with school priorities.
- The school publishes annual equality information demonstrating compliance with the PSED and showing how different groups are being supported.
- That recruitment, retention, training and promotion processes are fair, transparent and aligned with equality duties.
- Liaise with the Head Teacher and Senior Leadership Team regarding the way in which the school addresses equality issues and make recommendations and decisions as appropriate.

Leadership and Management will:

- Ensure all school policies reflect a commitment to equal opportunities.
- In collaboration with the governing body will set a clear ethos, which reflects the commitment to equality for all members of the school's community.
- Ensure that all members of the school community promote positive and proactive approaches to valuing and respecting diversity.
- Work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- Monitor teaching and curriculum development to ensure high expectations of pupils and appropriate breadth of content in relation to the school and the wider community.
- Report to the governing body on progress towards equality objectives, impact of equality related work and any issues requiring strategic oversight or intervention..
- Ensure that all staff are aware of their responsibilities under this policy.

Staff will:

- Promote an inclusive and collaborative ethos in the school,
- Promote equality in all aspects of their work.

- Avoid unlawful discrimination against anyone.
- Deal with prejudice related incidents.
- Respond appropriately to incidents of discrimination and harassment.
- Challenge inappropriate language and behaviour.
- Be able to recognise and tackle bias and stereotyping.
- Take part in relevant training opportunities.

Curriculum

The curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from ethnic minority groups
- Pupils who are looked after by the Local Authority
- Pupils who are at risk of disaffection and exclusion.

Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extracurricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.

- Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review.
- Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the school and wider community without bias, discrimination or stereotyping.

Assessment, Pupil Achievement and Progress

- All pupils have the opportunity to achieve to their highest standards. Great Arley School ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. Great Arley School ensures that action is taken to counter this.
- Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. Great Arley School recognises all forms of achievement however small.
- All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning.
- Staff use a range of methods and strategies to assess pupils' progress.

Behaviour, Positive Support and Exclusions

- Great Arley School expects high standards of behaviour from all pupils.
- There are strategies to reintegrate long-term absentees should this arise.
- Great Arley School actively avoids excluding pupils unless an exceptional circumstance arises.
- The school's procedures for supporting pupils and managing behaviour are fair and applied equally to all.

- It is recognised that cultural background may affect behaviour. Great Arley School takes this into account when dealing with incidents of non-compliant or unacceptable behaviour.
- All staff operate consistent systems of rewards and include the positive use of praise.
- Pupils (those who are able), staff, parents and carers are aware of the procedures for dealing with harassment. They know that any language which is potentially damaging to any minority group is always unacceptable.
- Behaviour which does not reflect equal opportunities is unacceptable at all times and will be dealt with accordingly.

Personal Development and Pastoral Care

- Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.
- Great Arley School provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
- Great Arley School takes account of and meets the needs of traveller pupils.
- All pupils are provided with appropriate post-16 advice and guidance which encourages them to consider the full range of options.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate.
- The curriculum and pastoral systems promote and reinforce equal opportunities.

Admissions and Attendance

- The admissions process is centralised through the Local Authority and is monitored to ensure that it is administered fairy and consistently to all pupils. Please refer to the Admissions Policy for full details.
- Information about pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on the admission form.
- Great Arley School and parents / carers are aware of their rights and responsibilities in relation to pupils' attendance and absence is always followed up by appropriate staff.

- Responsible provision is made for leave of absence for religious observance which includes staff as well as pupils.
- Provision is made for pupils on extended leave so as they are able to continue with their learning.

Partnerships with Parents and Carers and the Community

- Progress reviews to parents and carers are accessible and appropriate in order to ensure that all parents and carers have the opportunity to participate in the dialogue. Parents and carers are encouraged to telephone the school for an appointment at any time if they have concerns.
- All parents and carers are encouraged to participate at all levels in the full life of the school for example, through parents support group meetings, assemblies, parents' evenings etc.
- Great Arley School works in partnership with parents, carers and the community to develop positive attitudes to diversity and to address any specific incidents.
- Great Arley School takes steps to encourage the involvement and participation of underrepresented groups of parents / carers and sections of the community.
- Information material for parents and carers is easily accessible in user friendly language.

Staff Recruitment

Recruitment and selection will comply fully with Keeping Children Sare in Education (KCSIE), including digital screening of shortlisted candidates, enhanced vetting requirements, employment history verification, identity checks, and all legal duties relating to regulated activity with children.

Great Arley School ensures that all staff involved in recruitment and selection receive appropriate training, so they understand their responsibilities in avoiding discrimination and applying equality principles throughout the recruitment process.

Equality policies and practices form a core part of the induction programme for all new staff, and temporary or agency staff are also made aware of school's expectations and procedures. The employment policies and associated procedures are reviewed regularly to

ensure continued compliance with current equality legislation and to monitor their effectiveness in promoting fair, inclusive and non-discriminatory practice.

In very limited circumstances, the law permits an 'occupational requirement' where a specific protected characteristic is essential for a particular role. Great Arley School does not anticipate the need to rely on such exemptions and would only consider them where they are lawful, necessary, and objectively justified.

Staffing and Professional Development

Great Arley School is committed to ensuring that staffing structures, professional development opportunities and leadership pathways promote fairness, inclusion and equality of opportunity for all employees. We strive to provide pupils with a diverse range of positive role models and encourage the careers aspirations of every member of staff. All staff have equitable access to high-quality training and developments that builds understanding of the varied needs and experiences of our pupils. Opportunities for professional development are monitored to ensure they are allocated transparently and without bias, and the school remains committed to supporting all staff to grow, progress and contribute fully to our inclusive school community.

Harassment and Grievance Procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence and action taken accordingly.

Great Arley School has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be Alicia

Gibbons, Head Teacher or in the case of a grievance against The Head Teacher, Mrs Helen Williams, Chair of Governors. In addition, staff have the right to approach their professional association or trade union representative for support. Alternatively, the Whistleblowing policy also provides appropriate support.

Monitoring Impact and Review Process

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. This policy will be given to all staff through normal management meeting mechanisms and The Senior Leadership Team will ensure that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school. The policy will be published on our school website - Great Arley School - SEND Educational School

Equality Statement and Objectives

At Great Arley School we are committed to providing a safe, inclusive and supportive environment where everyone is treated fairly and with respect, regardless of their protected characteristics. To support this, we set measurable equality objectives designed to address identified priorities and reduce inequalities. These objectives are supported by our action plan and progress is regularly monitored and evaluated.

The school will publish equality information annually and publish measurable equality objectives at least every four years, in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011

This policy has links with a range of other school policies and plans including:

Equality and diversity related priorities that are set out in the School Improvement Plan

Special Educational Needs Policy

Safeguarding Policy

Behaviour Policy

Accessibility Plan

Equality Information and Objectives