



## The Grove School

### Published equality information about the context of our school (2021)

#### Published objectives 2021-2025

This is our published information (January 2022) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

**The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English, as well as the specialist needs of our pupils who all have EHCP's. This is available on request**

The school is a small Special School for pupils with Profound, Multiple Learning difficulties and Severe Learning Difficulties, in the Berwick Partnership in north Northumberland. The [Ethos and Vision](#) outlines our ambitions for the children, our place in the global community and our vision for learning and is available to view on our website.

We teach children about their rights and the school's values, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes the British values of tolerance and mutual respect, democracy and the rule of law through an embedded approach to these values in our curriculum at levels that are appropriate to the individual needs of our pupils.

The school's ambitious curriculum underpins our values of Dream, Believe, Achieve. We prepare children well for the opportunities, responsibilities and experiences of later life.

Very few of the current cohort of children speak a community language other than English or are of Black or minority heritage.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) are reported on as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively on evidence-based approaches. The number of pupils requiring the support of an EHCP and Specialist provision has increased and continues to increase in Northumberland by about 3% pre-year. This has meant that the school has continued to increase its role to try and support these learners in their local community. The school building is now at capacity and will not be able to extend or expand any further due to the restricted site on which it sits.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Many eligible pupils also have additional protected characteristics, for example disability or ethnicity.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship.

We challenge gender stereotypes and promote gender equality. This is embedded in our curriculum and throughout our school. We ensure that our resources and books reflect the differences gender and gender diversity.

We want all of our pupils to succeed and achieve their full potential; academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes.

Our school uniform is flexible and does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The SEND policy and accessibility plan are accessible from the school web site.

Both school buildings are accessible to people with physical disabilities. We have speciality adapted changing areas for those pupils who require these, we have ensured that these areas are calm and comfortable spaces. We have specialist rooms to support our pupils that include, Soft Play, Sensory Room and Hydrotherapy. These rooms enable us to provide therapies for pupils who require them, as well as supporting pupils with additional needs in the wider community.

The school pays for in-house Occupational Therapy support for pupils, this is once a fortnight. We are supported by a Multi-professional team who we plan with to ensure that the targets we set our pupils cover all areas of their development.

The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment, curriculum and written material for pupils.

We record and report instances of discriminatory language, peer-on-peer abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

### **Documentation and record-keeping**

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting positive relationships, coping with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

## **Responsibilities**

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-discriminatory good practice.

## **Staffing**

There is good equal opportunities practice in the recruitment and promotion of staff.

## **Behaviour and attitudes**

The behaviour and anti-bullying policies policy are published to the school web site.

We collaborate with local and national programmes and make links to established cultural and statutory partners who support our aims.

## **Curriculum**

There are opportunities throughout the curriculum, including in PSHE and assembly for equality, diversity, inclusion and cohesion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility.

## **Consultation and involvement**

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

The school has procedures for finding out if appropriate (for some of our pupils this would not be understandable for them) how pupils think and feel about the school, and how they feel about fair and unfair situations.

We consult parents and carers through questionnaires and the school website. We can respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

## **Part Two: Objectives**

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

### **Foster Good Relations**

#### **LGBTQI+ Identities. Statutory elements of RSHE and tackling HBT Bullying.**

The school is reviewing and redeveloping the whole curriculum with an emphasis of PHSE, Preparation for adulthood and RSHE. As part of this we will be taking part in the Northumberland 'Preparation for Adulthood' Pilot. We will also be rewriting our school Anti-bullying policy to ensure that the way that we address homophobic, biphobic and transphobic bullying is embedded in the curriculum ensuring that our school is a safe and inclusive place.

### **Specific**

Some of the specific actions we will undertake over the 4 years of this cycle of objectives include:

- Develop a pupil-friendly anti-bullying policy that specifically mentions HBT bullying.
- Work with NCC in the development of the Pilot 'Preparation for Adulthood' so developing the pathways and next steps that our young people take when they leave school.

### **Measurable**

- Revise and implement our statutory RSHE and PSHE curriculum in line with the new guidance and evaluate implementation and training needs.

- Develop a new RSHE policy, inclusive of LGBT identities and publish to the web site.
- Publish our new Anti-bullying policy.
- Publish our new curriculum inclusive of our new RSHE and PHSE curriculum's.
- Consult with parents and carers on the policy.
- Complete the work with NCC on the pilot PfA project.
- Increase staff confidence and awareness of LGBTQI+ identities and how to include different families in our teaching.

### Commentary 2021

In 2021 we have begun to redevelop our curriculum to ensure that it does the following:-

- Addresses all areas of the PSHE association framework for planning for pupils with SEND
- Addresses the needs of the children, the way that they see themselves and their gender diversity

Begun to plan with the pilot group for the development of PfA for pupils with SEND.

### Commentary 2022

In 2022 our newly revised curriculum now has the following :-

- New theme plans that are based on the PHSE document, this includes targets that reflect the needs of each child
- New 'I can' assessment targets that are individually chosen for each pupil, these enable staff to show progress over time in PHSE
- A new action plan has been developed that looks at 'Preparation for Adulthood' and how we address this within school
- We have been named as an 'Approved provider for future careers' within Northumberland.

### Commentary 2023

In 2023 our new curriculum planning is embedding and has enabled the following:-

- The focus on Independence and life skills

- Focus on transition planning for school leavers
- All leavers have a plan for when they leave, we continue to have never had a child be NEET
- Use of ASDAN for English and Maths qualifications

## **Objective 2**

Advance equality of opportunity between people who share a protected characteristic and those who do not.

### **Ensuring fair and equal life chances for all pupils**

What we will do to address this:

Through the development of our new curriculum that ensures that all pupils are able to access this at their own ability level and that the skills they acquire equip them for a successful adult life. (Disability)

At the centre of this school's aspiration for equality for all of our children is that they leave this school with the knowledge, skills, reading skills and ability to have choices and lead successful and fulfilling adult lives. This aspiration is shared with pupils daily.

The ways in which we will work to achieve it are:

- A focus on developing resilience through PHSE lessons.
- Extending and using an ambitious and varied vocabulary in school.
- A curriculum emphasising equality of opportunity and ambitious expectations for all pupils.
- Activities throughout the PSHE curriculum and the life of the school that promote confidence, social skills, respect, resilience and de-stigmatise needing help or being different.
- Positive behaviour management strategies.
- Engagement with external partners and specialist cycles of support.
- A determination that children will be readers and will know, articulate and connect knowledge about their rich local and regional heritage and culture.
- Work on developing work experience both in school and within the wider community.
- Developed of our Preparation for Adulthood curriculum, as part of our school curriculum development.

- Develop our Literacy Policy to ensure that all learners can access reading at their level and through schemes that address different types of readers.

### Commentary 2021

In 2021 we have:-

- Begun to use Zones of Regulation in every class to support pupils to manage their behaviours.
- Our new Literacy policy is in place and staff are receiving training in this.
- We have invested in new reading schemes to address our different types of readers to include Sight vocabulary readers and Phonetic readers.

### Commentary 2022

- We have invested in books that reflect a wide range of heritages and cultures.
- We have audited the library and have a structured plan for areas that need further investment.
- Our new theme plans ensure that our Preparation for adulthood focus is reflected within these.
- We have worked hard too develop a greater number of work experience links this is on going as it is proving challenging to get companies to engage.

### Commentary 2023

- Work experience links are now in place where appropriate
- Theme plans are becoming embedded in practice
- Zones of regulation