

# ROMAN FIELDS'

## EQUALITY, DIVERSITY & ACCESSIBILITY POLICY



**THIS IS A STATUTORY POLICY** which must be published on the provision website and shared annually with parents/carers.

This policy was revised in January 2017 in consultation with staff, young people, parents and the Management Committee.

It was ratified by the Management Committee on 6<sup>th</sup> February 2017

**REVIEW:** This policy will be reviewed every three years

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# 1: Vision and Values

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## Our equality vision and the values that underpin provision life

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### Vision

The Equality, Diversity and Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. As well as general duties for public bodies, the Equality Act states the legal obligations that schools, early year's providers, post-16 institutions, Local Authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimize disabled children and young people.
- They must protect disabled pupils from discrimination and harassment and foster good relations between disabled and non-disabled peers:
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that pupils with disabilities are not put at a substantial disadvantage.

### The reasonable adjustments duty (schedule 13 of the 2010 Equality Act)

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that students with disabilities can enjoy the benefits, facilities and services provided for all students. Reasonable adjustments meet the statutory duty when they act to prevent students with disabilities being placed at a substantial disadvantage. Guidance for education providers on making reasonable adjustments is available from the Equality and Human Rights Commission.

### Anticipating reasonable adjustments

The duty to make reasonable adjustments is an anticipatory one and therefore the setting needs to make plans in advance about what students with disabilities might require and what adjustments might need to be made. They should not wait until the students are on roll.

### Auxiliary aids and services

In September 2012 the duty to provide auxiliary aids and services (including specialist equipment which could include laptops and tablets) was extended to include schools. This places schools and other education providers under a duty to provide aids and services where it is reasonable and where it would prevent a disabled pupil being put at a substantial disadvantage when compared to his or her non-disabled peers. Examples of auxiliary aids include coloured overlays, pen grips, adapted physical education equipment, adapted keyboards and computer software.

The Management Committee are accountable for ensuring the implementation, review and reporting on progress of the Plan over a prescribed period.

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our young people for participation in our richly diverse society. Roman Fields recognises that it has to make special efforts to ensure that all groups prosper, including: those with special educational needs; who have difficulties in accessing Roman Fields facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of provision (e.g. young person in care); who as young person are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental/carer support or different parental expectations; with emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

## Aims

Roman Fields aim to create a provision environment free from discrimination or harassment that achieves diversity both as a service provider and an employer.

Roman Fields have a vital role to play in preparing young people for life in a diverse society. Changing patterns of employment, greater mobility and new technologies mean young people are more likely to encounter a greater diversity of cultures and backgrounds in the people they meet.

Changing legislation has re-energised our commitment by introducing statutory duties in respect of disability, gender and race and community cohesion. We are proactive in our efforts to eliminate discrimination and promote equality and community cohesion.

Using a whole-provision approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice and planning opportunities within the curriculum. We will implement our strategies for dealing with incidents according to guidance provided by the EHRC and the local authority, and in accordance with known best practice for supporting all young people, parents, carers, staff and visitors to the provision.

**Main ECM outcomes:** Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution

Roman Fields plans, over time, to ensure the accessibility of provision for all young people, staff and visitors to the provision.

An Accessibility Plan has been drawn up to cover a three year period (appendix 2). The plan will be updated annually.

The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the provision, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the provision and physical aids to access education.
- Increase access to the **curriculum** for young people with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that young people with a disability are as equally prepared for life as are the able-bodied young people; (If a provision fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the provision such as participation in after-provision clubs, leisure and cultural activities or provision visits. It also covers the provision of specialist **aids and equipment**, which may assist these young people in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to young people, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the provision and provision events. The information should be made available in various preferred formats within a reasonable time frame.

## Mission Statement



## 2. Provision Context

### The characteristics of our Provision

Roman Fields supports young people who, prior to joining, have not experienced their full potential. All our young people have statements; the majority of our cohorts have autism as their primary need, others EBD and for a small minority a combination of both.

We strive to create an environment where each individual can flourish irrespective of their previous difficulties. We take a holistic approach to developing our youngsters from support for families, bespoke educational programmes through to supporting onward transition. Our success is built on a genuine collaboration and partnership between governors, staff, SEN professionals, parents/carers and our young people; a partnership that has high aspirations for all and place the youngsters in our care at the heart of every decision. Visitors to Roman Fields are immediately struck by the respectful, calm and considerate atmosphere around our site, which mirrors the pride and commitment both our staff and youngsters have in our community.

Characteristic	Total	Breakdown (number and %)
Number of young people	34	6 Female (18%) 28 Male (28%)
Number of staff	40	26 Female (65%) 14 Male (35%)
Number of Management Committee	10	5 Female (50%) 5 Male (50%)
Religious Character	6% 3% 3% 24% 64%	2 Jewish 1 Muslim 1 Roman Catholic 8 Christian 22 unknown
Attainment on entry		All young people enter provision on low levels of attainment for their chronological age.
Young people eligible for Free Provision Meals	7	
Deprivation factor	High	
Disables Staff	1	
Disables Young people (SEN/LDD)	34	
BME young people	2	
BME staff	1	
Pupil Premium - CLA	3	
Pupil Travellers	0	
Young people adopted	2	
Young people who speak English as an additional language	2	1 Polish 1 Urdu
Average attendance rate	89.85%	Average from latest termly reports
Significant partnerships, extended provision, etc. Alison Crafts Simon Goode Harvey's Health and Fitness Studio Tom Hunt Teen and Parent Solutions		Other special and mainstream provisions; Building1Zone Chessbrook KWS Oakland's Old Town Riding XC Centre
Awards, accreditations, specialist status		Autism Specialism Investors in people Arts mark Healthy Schools
Mobility young people %	100%	

Roman Fields was recently awarded Autism Accreditation following a comprehensive review of practice in April 2014. The visiting team commented on 'the never give up ethos' which is welcomed by families and commented that staff should be celebrated for their persistent positive approach.

**Current situation**

**The standard procedures and processes for our provision – Disability**

Disability and Equality policy including Accessibility Planning

**The standard procedures and processes of our provision –Gender**

See Gender Equality Scheme

**The standard procedures and processes of our provision – Race**

Racial Equality Scheme

**The standard procedures and processes of our provision - Community Cohesion**

The Education and Inspections Act 2006 introduced a duty on all maintained provisions in England to promote community cohesion and on Ofsted, to report on the contributions made in this area. The duty on provisions came into effect September 2007, Ofsted September 2008 and the Equality Act 2010.

For provisions the term 'community' has a number of dimensions including:

- The Provision community
- The community within which the provision is located
- The UK community within which the provision is located
- The Global community.

In addition provisions themselves create communities. In Roman Fields this includes networks such as SAPG, EBD Heads, Deputy Heads, Mentors and Connexions.

Roman Fields focuses on cohesion across different cultures, ethnic, religious and socio-economic groups. Community cohesion in provision can be broadly grouped into the following headings.

Teaching, learning and curriculum	Helping young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop skills of participation and responsible action. E.g. Identity and diversity in the PHSEE curriculum.
Equity and excellence	To ensure equal opportunities for all to succeed to the highest possible level, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
Engagement and extended services	To provide reasonable means for young people and their friends to interact with people from different backgrounds and build positive relationships; including links with different provisions and communities and the provision of extended service with opportunities for young people, families and the wider community to take part in activities and received services which build positive interaction and achievement for all groups.

In addition to the general duties of Disability, Race and Gender that underpins the Equality and Diversity policy. Roman Fields is committed to taking action on other equality strands. These include religion and belief, age and sexual orientation. We will also work hard to promote community cohesion. We will increase our focus on helping young people to understand others, to value

diversity whilst promoting shared values, to promote awareness of human rights and to apply and defend them and to develop the skills of participation and responsible action.

We are committed to providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values and builds young people understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help young people to value differences and challenge prejudice and stereotyping.
- A programme of curriculum based activities, whereby young people understanding of community and diversity is enriched through PHSEE, visits and meetings with members of different communities.
- Additional support for literacy and numeracy for young people who enter Roman Fields with very low levels of attainment.

## **The standard procedures and processes of our provision – Other Equality Stands**

### **1. Religion and Belief**

#### **The Equality Act (Religion and Belief) 2010**

**The legislation** The Act provides protection for individuals against discrimination on grounds of religion or belief (including perceived religion, or lack of religion or belief) in employment, and when goods, facilities and services are being provided. This extends to the delivery of education and other services by provisions. Responsibility for upholding the law in maintained provisions lies with the Management Committee.

**Direct Discrimination** Treating a person less favourably than other people because of their religion or belief.

**Indirect Discrimination** Having a policy or practice (formal or informal), which, although apparently neutral, puts people at a disadvantage because of their religion or belief (or lack of it).

**Victimisation** Being treated unfairly as a result of making, or intending to make, a complaint of religion/belief-related discrimination, or because they have helped another person to do so.

**Who is covered?** Young people and parents, prospective young people and parents, staff and others using provision facilities. The definition of religion and belief is wide enough to cover fringe or cult religions and a range of other philosophical beliefs (e.g. humanism), but is not intended to include political beliefs such as Communism or support for any particular political party. Lack of religion or belief is also included in the definition of 'religion or belief'. This means that it is unlawful to discriminate against someone on the grounds that they do not have any religion or belief at all (e.g. an atheist), or that they do not adhere or sufficiently adhere to a particular religion or belief.

*Note:* Jewish people and Sikhs also have protection from discrimination under the Race Relations Act.

**What is** Provisions must treat young people equally, and not subject them to any

**covered?** detriment, irrespective of their religion or belief – or lack of it. The duty covers:

- admissions
- exclusions
- education
- benefits, facilities and services
- extended provisions services

**Exemptions** There are three main areas of exemption:

**Faith Provisions** To enable provisions of a religious character (faith provisions) to operate in accordance with their particular religious ethos, limited exceptions to the non-discrimination provisions were introduced. This means that faith provisions (who are registered as such) or provisions with a religious character are not subject to the provisions relating to admissions and young people' access to benefits, facilities and services.

Faith provisions can, therefore, give priority in admissions to young person on the basis of their faith. They can also restrict certain services and benefits they offer to young people sharing the faith of the provision, while offering them in other ways to young people who have different, or no religion or belief. It is unlawful however, for a maintained faith provision to leave places unfilled. If undersubscribed, they must admit all young person who apply regardless of their faith.

Once young people have been admitted, provisions may not exclude them or subject them to any other 'detriment' on grounds of their religion or belief, or lack of it, or that of their parents. Detriment is a wide concept and is not precisely defined by law. Courts will make their own interpretation of detriment on a case-by-case basis.

**Curriculum content** There is a broad exemption in the Act enabling provisions to continue to deliver the broad based and inclusive curriculum to which all young people are entitled without fear of challenges based on the religious views of particular parents or young person. The exemption covers the National Curriculum, together with subjects such as RE, which is not part of the National Curriculum but is required by law to be taught in maintained provisions, and also includes elements such as library books.

The situations in which provisions may act without infringing the provisions of the Act (on grounds of religion or belief) or laying themselves open to lawful challenges from parents or young person include:

- the teaching of evolution theories in science classes
- use of technology to teach all young people
- selecting literature or texts for study which are challenging and interesting, and which promote discussion among young people

**Collective Worship** Maintained provisions are normally required to provide a daily act of collective worship of a broadly Christian character (or different religion(s) if the provision has obtained a determination to modify their worship arrangements from their local SACRE). The collective worship exemption in the Act ensures that all provisions can continue in this requirement without lawful challenge. It also extends to activities organised by, or on behalf of, the provision including, for example, harvest festival, Christmas carol services, Diwali or other faith-based events.

Parents not wishing their young person to participate in collective worship or other related activities have the right to withdraw them. However parents of other religions or beliefs cannot claim their young person are

discriminated against (on grounds of religion or belief) simply because the provision does not provide alternative facilities or services for separate worship.

*Note:* Section 55 of the Education and Inspections Act 2006 gives sixth-form young people of maintained provisions the right to withdraw from the daily act of collective worship without parental consent.

## **Key points to note**

### **Exclusions**

It is unlawful to exclude any young person from provision on the basis of religion or belief – or lack of it. There are no exceptions to this provision. For example, excluding a young person on the grounds that they have expressed robust views regarding religion or belief in class discussions would be discriminatory, unless the behaviour was as extreme and disruptive as to merit exclusion in its own right.

### **Provision Uniform**

In setting provision uniform/appearance policies, it is the responsibility of the management committee to ensure that their policy is fair and reasonable, and that it takes account of young people drawn from the different social, religious or racial groups and those with a disability or specific educational needs. It is good practice to consult widely and engage young people, parents, prospective young people and parents, community groups and leaders representing minority racial, national, religious, cultural, and disability groups in the consultation process.

## **2. Sexual Orientation**

### **The Equality Act (Sexual Orientation) Regulations 2007**

#### **The legislation**

The regulations make it unlawful to discriminate on the grounds of apparent or perceived sexual orientation in employment, and when goods, facilities and services are being provided. These provisions extend to the delivery of education and other services by provisions. Responsibility for upholding the law in maintained provisions lies with the Management Committee.

The regulations aim to provide all young person with the opportunity to learn in a safe environment, free from discrimination.

They:

- compel a provision to treat bullying on the basis of sexual orientation as seriously as bullying on grounds of race, gender or disability
- ensure that young people have equal access to provisioning – and the benefits, facilities or services provided at provision – irrespective of their sexual orientation or that of their parents

*Note:* Some teachers may not be aware that Section 28, which prohibited local authorities from promoting homosexuality, was repealed in 2003 and never applied directly to provisions.

**Direct Discrimination** Treating a person less favourably than other people because of their sexual orientation, or the sexual orientation of a person with whom they are associated, such as a parent or friend.

**Indirect Discrimination** Having a policy or practice (formal or informal), which although apparently neutral, puts people at a disadvantage because of their sexual orientation.

**Victimisation** Being treated unfairly as a result of making, or intending to make, a complaint of discrimination on the grounds of sexual, or because they have helped another person to do so.

**Who is covered?** Young people and parents, prospective young people and parents, staff and others using provision facilities.

*Note:* People who have changed their sex (trans-gender people) are not covered by these regulations. They are protected by the Sex Discrimination Act 1975 as amended in 2003.

**What is covered?** Provisions must treat young people equally, and not subject them to any detriment, irrespective of their apparent or perceived sexual orientation of that of their parents. The duty covers:

- admissions
- exclusions
- education
- benefits, facilities and services
- extended provisions services

The provision will provide appropriate care and support for the emerging identity of young people. The anti-bullying policy contains specific reference to homophobic behaviour, with name calling and homophobic bullying being treated as seriously as racist incidents.

### 3. AGE

1. Age discrimination in employment became unlawful on 1<sup>st</sup> October 2006
2. Regulations cover direct and indirect discrimination, harassment and victimisation, employers can be held responsible for the action of employees in all four cases.
3. Regulations cover employment and vocational training.
4. The regulations cover people of all ages, both old and young.
5. All employers have new obligations to consider
6. Upper age limits for unfair dismissal and redundancy are removed.
7. A national default retirement age of 65 will now make compulsory retirement below 65 unlawful (unless objectively justified). However, Hertfordshire has decided not to have a retirement age.
8. Occupational Pensions and Redundancy payments are covered by the regulations.
9. Benefits based on length of service requirement of 5 years or less will be exempted and will be able to continue.

Clearly the regulations will impact on most, if not all, employment matters and will require thorough review of existing policies, procedures and working practices in the areas of:

Recruitment and Selections  
Promotion  
Terms and Conditions  
Pay and benefits  
Training and development  
Redundancy  
Retirement

## 3. Legal Background

### The duties that underpin our scheme

Our provision is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **Our general duty under the Equality Act 2010.**

The purpose of this policy is to set out our practices and policies have due regard with the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 protects young people from discrimination and harassment based on protected characteristics. The protected characteristics for the provision are:

- Age
- Disability
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership.

#### **Disability: At Roman Fields we implement accessibility plans (appendix 2) which are aimed at:**

- Increasing the extent to which disabled young people can participate in the curriculum
- Improving the physical environment to enable young people to take advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled young people.
- Provision for disabled young people is closely linked with the existing provisions for young people with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

The Action Plan for physical accessibility relates to the Access Audit of the Provision, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Information about our Accessibility Plan will be published in the Management Committee Annual Report to Parents (statutory).

The Plan will be monitored through the PFP Committee.

The Plan will be monitored by Ofsted as part of their inspection cycle.

#### **Gender General Duty – Sex Discrimination Act as amended by the Equality Act 2010**

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination; and
- Promote equality of opportunity and good relations between women and men, boys and girls.

**Race general Duty** – Race Relations Amendment act 2000

We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups.

**Community cohesions duty** – Community cohesion supports good practice in educating young people/students about equality and diversity. It contributes to the provisions effort to provide a broad, balanced curriculum.

In addition to addressing the duties outlined above, our provision is committed to taking action on other equality strands (e.g. Religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping young people to learn and understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following Dcfs guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes coming values and builds young people understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help young people to value differences and challenge prejudice and stereotyping.
- A programme of curriculum-based activities whereby young people understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Support for young people for whom English is an additional language to enable them to achieve the highest possible level in English.

**Specific duties: disability, gender and race**

The specific duties ask provisions to prepare and publish their policies and plans for meeting the general duties. All specific duties have informed the production of our equality scheme. Section 4 (roles and responsibilities) details the involvement of all staff in the implementation of the scheme. Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the action plan.

## 4: Roles and responsibilities

### Chain of accountability

The Management Committee, supported by the Head Teacher and Staff are responsible for ensuring the implementation of this scheme.

#### Commitment to implementation

The Head teacher remains overall responsible for ensuring that the action plan is delivered effectively. Every term, managers and key staff will report to the Head teacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Management Committee.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Head Teacher
Disability equality (including bullying incidents)	SLT
SEN/LSS (including bullying incidents)	SENCO/SLT
Accessibility	SLT/Site Manager
Gender Equality (including bullying incidents)	SLT
Race Equality (including bullying incidents)	SLT
Equality and Diversity in curriculum content	Deputy Head
Equality and Diversity in pupil achievement	Deputy Head
Equality and Diversity – behaviour and exclusions	Assistant Head
Participation in all aspects of provision life	SLT
Impact assessment	SLT
Stakeholder consultation	SLT
Policy review	Management Committee
Communicating and publishing	Website Manager

#### Commitment to review

The provisions Equality and Diversity Policy will be aligned with the Provision Development Plan. Its implementation will be monitored with the provisions self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment the whole equality scheme will be reviewed at least every three years.

#### Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made refinements, amendments and new actions. We will also publish the results of a full scheme review every three years in which we will make proposals for the future action.

Equality information will be available on the Roman Fields Provisions website.

#### Commitment to action

##### Management Committee will:

Policy development

- Provide leadership and drive for the development and regular review of the provisions equality and other policies.

Policy implementation

- Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of provisions policies

- Highlight good practice and promote it throughout the provision and wider community.
  - Provide appropriate role models for all managers, staff and young people.
  - Congratulate examples of good practice from the provision and among the individual managers, staff and young people
  - Ensure a consistent response to incidents, e.g. Bullying cases and racist incidents
  - Ensure that the provision carries out the letter and the spirit of statutory duties (and ensuring the provision of 'returns' to the local authority)
- Behaviour
- Public Sector duties

**Head Teacher and Senior Staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures.
  - Consult young people, staff and stakeholders in the development and review of policies.
  - Ensure the effective communication of the policies to all young people, staff and stakeholders.
  - Ensure that managers and staff are trained as necessary to carry out the policies.
  - Oversee the effective implementation of the policies.
  - Hold line managers accountable for effective policy implementation.
  - Provide appropriate role models for all managers, staff and young people
  - Highlight good practice from departments, individual managers, staff and young people.
  - Provide mechanisms for the sharing of good practice.
  - Ensure a consistent response to incidents, eg bullying cases and racist incidents.
  - Ensure that the provision carries out its statutory duties effectively.
- Policy development
- Policy Implementation
- Behaviour
- Public Sector Duties.

**Line Managers will:**

- Respond to consultation requests by creating opportunities for young people and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
  - Implement the provisions equality scheme, holding staff accountable for their behaviour and providing support and guidance where necessary.
  - Be accountable for the behaviour of the staff team, individual members of staff and young people.
  - Use informal and formal procedures as
- Policy development
- Policy Implementation

- Behaviour
- necessary to deal with 'difficult' situations.
  - Behave in accordance with the provisions policies, leading by example.
  - Respond appropriately to the behaviour of young people and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties.
- Contribute to managing the implementation of the provisions equality scheme.

**All staff: teaching an non-teaching will:**

- Policy development
- Contribute to consultations and reviews.
  - Raise issues with line managers which could contribute to policy review and development.
- Policy Implementation
- Maintain awareness of the provisions current equality policy and procedures.
  - Implement the policy as it applies to staff and young people.
- Behaviour
- Behave with respect and fairness to all colleagues and young people, carrying out the letter and spirit of the provisions equality scheme.
  - Provide a consistent response to incidents, e.g. bullying cases and racist incidents.
- Public Sector Duties.
- Contribute to the implementation of the provisions equality scheme.

Roman Fields operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning, we aim to provide all young people with the opportunity to develop their true potential and become the person they want to be.

**Admissions and exclusions**

It is unlawful to exclude any pupil from provision on the basis of religion or belief – or lack of it. There are no exceptions to this provision. e.g.: excluding a pupil on the grounds that they have expressed robust views regarding religion or belief in class discussions would be discriminatory, unless the behaviour was so extreme and disruptive as to merit an exclusion in its own right.

Equality and staff: We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfer dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We will provide regular training for staff to enable them to do deal effectively with prejudice-related incidents.

Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

## 5: Engagements, Participation and Involvement

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### Involving our learners, parent/carers and other stakeholders

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Our provision is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the provision and its impact with the wider community. We welcome the participation and involvement of people from broad and diverse background and of different abilities.

When deciding what to do to tackle the equality issues, we will consult and engage both with people affected by our decisions – parents, young people, staff, members of the local community – and with people who have special knowledge which can inform the provisions approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

#### **Disability**

All parents, young people, staff and Management Committee have been consulted.

#### **Gender**

All parents, young people, staff and Management Committee have been consulted.

#### **Race**

All parents, young people, staff and Management Committee have been consulted.

## 6: Equality Impact Assessments, data and other information

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### Evaluating the impact in terms of outcomes

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#### **Equality Impact Assessments**

Equality Impact Assessments (EQIAS) help us to analyse whether what we are planning potentially has a different impact on one or more particular group (either positively or negatively). EIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

All provision policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally in Section 4 (Roles and Responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the Management Committee annually.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.
- We conduct student voice activities, such as anti-bullying questionnaires.
- The local authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring attention.

#### **Commissioned Services (Procurement)**

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity among the provision community?
- If so, is there a need to include some equality requirement with the contract and what would it be?

We ensure that contract conditions require contractors to comply with relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

#### 7: Our Provisions Equality Objectives

Our equality objective-setting process has involved consultation with:

- Management Committee
- Staff
- Ofsted guidelines and statistics
- Local Community
- SEBD Provisions
- Equality policy
- Gender policy Act
- Race equality Act
- Disability Act

#### **Achievements to date**

Disability - See Action Plan in specific disability equality scheme

Gender - See Action Plan in specific gender equality scheme

Race - See Action Plan in specific racial equality scheme

*See Appendix 1 - Action plan example template.*

### **Inclusion at Roman Fields**

Inclusion in Education involves:

- Valuing all students and staff equally
- Increasing the participation of students in, and reducing their exclusion from, cultures, curriculum and communities
- Restructuring the cultures, policies and practices in provision in order to respond to the diversity of students in the provision
- Reducing barriers to learning and participation for all students.
- Learning from attempts to overcome barriers to access and participation for all students, to make changes for the benefits of all students.
- Viewing the difference between students as resources to support learning
- Acknowledging the right of students to an education.
- Improving the provision for staff as well as students.
- Emphasising the role of the provision in building community and developing values, as well as increasing achievement.
- Fostering mutually sustaining relationships between provision and community
- Recognising that inclusion in education is one aspect of inclusion in society.

The Management Committee and the Head Teacher are responsible for determining the provisions inclusive policy and approach; for establishing the appropriate funding and staffing necessary for inclusive practice within the provision.

The Equality and Diversity Policy which replaces the Inclusion Policy, reflects provision for:

- Girls and Boys
- Minority ethnic groups
- Faith Groups
- Traveller Children
- Asylum Seekers and refugees
- EAL children
- Gifted and Talented
- Children in public care
- Disaffected Children
- Sick Children
- Young carers
- Children from families under stress
- Pregnant school girls and teenage mothers
- SEN

### **Inclusion and the Management Committee**

#### **Strategic Role**

- The Inclusion Committee Member is kept informed about inclusion issues in recent legislation
- The Inclusion Committee Member is kept informed about inclusion issues around the provision, via SIC committee meetings.
- The Inclusion Committee Member attends relevant training sessions, including in-house training.
- The Inclusion Committee Member will ensure that inclusion is a regular agenda item at Management Committee meetings and is a focus on the provision improvement plan.

#### **Inclusive Provision (more details can be found in the teaching and learning policy)**

- And other outside agencies such as CAMHs. We have developed links with other provisions, both 'outreach' and 'in reach'
- The provision has a councillor for two and a half days a week. The provision also has the services of Connexions who also attend parent evenings and Educational Healthcare Plan reviews for 9 and year 11 young people.

#### **External Support**

- We have support from a variety of visiting professionals including the provision nurse and advisory teachers

- We have a long established link with local sporting facilities and good relationships with the police.
- We have an established Mentoring system for young people to aid their total well-being and personal growth.

### **Specialist Provision**

- Apart from the visiting professionals who liaise with the Head of Care, the Teaching Assistants within the provision have the opportunity to develop their expertise and overall professional development by specialising in a particular field.
- We have a Teaching Assistant who is responsible for medical matters. It will be her role to liaise with the Head of Care and the attached nurse in developing care plans where needed and for implementing the guidelines in line with 'Managing Medicines' documentation. This will ensure that parents send in the correct information with regard to any medication required in provision. The Head of Care will also organise any training necessary for staff with regard to some out young people with more complex medical needs.

### **Resource Allocation**

- The Senior Leadership Team allocates the budget for resources to improve access to the curriculum for all young people. The English department are working closely with the advisor for specific learning difficulties to make sure the provision is allowing young people to access exams and resources that they are entitled to as well as staff being trained proficiently.

### **Assessment Procedures**

- All teachers submit termly teacher assessments. The Senior Leadership Team use these assessments along with SATS results and year 11 exam results to monitor and track various groups of young people as well as monitoring individuals. These findings are then used to develop, adapt the curriculum and provide support/intervention where necessary.
- All young people have Individual Education Plans which highlight their social and emotional needs and development.
- The provision runs 'Basic Skills' groups each morning in order to develop areas of both strengths and weaknesses in literacy for all young people in targeted groups. Progress is recorded and monitored.
- The young people follow a curriculum which includes PHSEE in order to encourage them to make a positive contribution to the wider community.

## **Appendix 1 – Setting Equality Objectives within an Action Plan (example)**

EQUALITY OBJECTIVE	PROTECTED CHARACTERISTIC	R	A	G	GENERAL DUTY	RESPONSIBILITY	MEASURABLE SUCCESS INDICATOR	TIMING	REVIEW DATE
Increase participation by black young people in after provision activities									
Narrow the gap in performance of disabled young people									
Increase understanding between religious groups									
Reduce the number of homophobic incidents									
Raise attainment in English for boys									
Encourage girls to consider non-stereotyped career options									
Anticipate the needs of incoming young people from a new group. Such as traveller children									

## **Appendix 2 – Accessibility Plan**

### **Improving the physical Access at Roman Fields (2015-2017)**

<b>ACCESS REPORT REF</b>	<b>ITEM</b>	<b>ACTIVITY</b>	<b>TIMESCALE</b>	<b>COST</b>
1.	Door Access	Portable ramps for areas with restricted access	April 2015	£1000
2.	Disabled toilet and separate girls changing facility in the gym.	Gym to be completely refurbished. Disabled toilet to be added and changing areas for boys and girls.	April 2015	£30K
3.	Disabled access to B Block.	Pathway to be created to B Block across grass area to quadrant. Ramp from quadrant to double door. Boy's toilet to be changed to disabled toilet.	September 2016	£10K
4.	Signage	Appropriate signs for the visually impaired	September 2016	£500-£1000
5.	Quiet Area	Current staff room to be divided in two; back half as classroom, front half as quiet area for young people to reduce anxiety.	September 2016	£10K
6.	Waiting area and reception.	The waiting area and entrance to be made larger to avoid anxiety levels being increased.  Plasterboard walls to be demolished and new ones erected in new design.	September 2016	£40k
7.	First Aid room moved to lower level	Move first aid room downstairs into A Block. Evacuation chair to be stored in or near first aid room to assist individuals with mobility issues.	April 2016	£0

**Improving the curriculum access at Roman Fields (2015-2017)**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>RESPONSIBILITY</b>	<b>TIMESCALE</b>	<b>ACHIEVEMENT</b>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled young person's needs with regards to accessing the curriculum	SLT/SENCo	January 2015	Increase in access to the curriculum
Audit of young person needs and staff training to meet those needs.	Review the specific needs for young people living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	SLT/SENCo	January 2015	Increase in access to all provision activities for all disabled young people
All out-of-provision activities are planned to ensure, where reasonable, the participation of the whole range of young people	Review all out-of-provision provision to ensure compliance with legislation	All out-of-provision activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Deputy Head	January 2015	Increase in access to all provision activities for all disabled young people
Classrooms are organised to promote the participation and independence of all young people	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual young people	SLT/Teachers	January 2015	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for committee members, staff, young people and parents Discuss perception of issues with staff to determine the current status of provision	Whole provision community aware of issues relating to Access	SLT/Management Committee/Teachers	July 2016	Community will benefit by a more inclusive provision and social environment

### Improving the Delivery of Written Communication (2015-2017)

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Availability of written material in alternative formats when specifically requested.	The provision will make itself aware of the services available for converting written information into alternative formats.	The provision will be able to provide written information in different formats when requested for individual purposes	Office/SLT/SENCo	July 2016	Delivery of information to disabled young people improved
Make available provision brochures, provision newsletters and other information for parents in alternative formats when specifically requested.	Review all current provision publications and promote the availability in different formats when specifically requested	All provision information available for all who request it.	Office/SLT/ SENCo	July 2016	Delivery of provision information to parents and the local community improved
Review documentation with a view of ensuring accessibility for young people with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All provision information available for all who request it	Office/SLT/ SENCo	May 2016	Delivery of provision information to young people & parents with visual difficulties improved.
Raise the awareness of adults working at and for the provision on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	SLT	July 2016	Provision is more effective in meeting the needs of young people.