

Personnel Committee

Ravenscliffe High School and Sports College Equality and Cohesion Scheme

The Equality and Cohesion Scheme at Ravenscliffe aims to achieve equality and excellence for all members of the school community in order to promote the highest possible standards. It continues to support the 5 outcomes outlined in the 'Every Child Matters' agenda. The principles of the scheme apply to all members of the school community, including pupils, staff, governors, parents/carers and volunteers and visitors.

This scheme has been produced to meet the school's responsibilities under the Race Relations Amendment Act 2000, Equality Act 2010 2005 and Prevent Counter Terrorism strategy, together with accompanying regulations. Legislation requires the school to fulfil both general and specific duties. This scheme fulfils these duties and demonstrates how the school intends to meet the following requirements:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity
- To promote good relations between people of different ethnicities
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take account of disabled people's impairments, even when that involves treating disabled people more favourably.

The duty to promote community cohesion in the Education and Inspections Act 2006 is also incorporated into this Scheme.

Community Cohesion at Ravenscliffe

Good Community Cohesion practice involves all members of Ravenscliffe High School and Sports College promoting an environment in which "there is a common vision and sense of belonging to all communities; in which the diversity of people's backgrounds and circumstances is appreciated and valued, an environment in which similar life opportunities are available to all and a society in which strong and positive relationships exist and continue to be developed in the school and in the wider community." (OFSTED School Inspection Handbook 2015)

The school also recognises the importance of ensuring that its policies and procedures are effective in promoting equality, cohesion and tackling discrimination.

At Ravenscliffe High School and Sports College we are committed to ensuring equality for all pupils, staff and those accessing the school. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We aim to continue to develop a culture of inclusion and diversity where people feel able to participate fully in school life and contribute to the community. This school will not tolerate harassment, discrimination or prejudice driven bullying. The school will endeavour to create a community where pupils, and others, are well prepared for life in a diverse society.

Our school aims to ensure that no pupil, staff, parent or carers or any other person receives less favourable treatment on any grounds of race, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender identity, age, trade union or political activities, or social class.

This Scheme sets out the following detail:

- information about our school and the local area;
- plans to meet our general and specific duties;
- how we will promote community cohesion within the school;
- how we have involved people in the development of this scheme;
- consultation has taken place;
- plans are to gather and use information;
- how we intend to ensure our policies are fair;
- how we will report on our progress;

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- who is responsible for making our scheme a reality;
- an action plan addressing our equality priorities

This Scheme covers a three year period from 2013 to 2016

The School Context

The overall aim of the School is to recognise and respond to the individual needs of its students and provide them with a relevant and challenging curriculum whilst working closely with parents and carers.

Following re-organisation in 1992, Ravenscliffe High School and Sports College is now Calderdale's only Secondary Special School, providing education for up to 147 students aged 11 - 19 years (as at January 2016). The school caters for pupils with a wide range of Special Educational Needs, including moderate and severe learning difficulties, profound and multiple learning difficulties, autistic spectrum disorders, sensory impairment, and physical disabilities. A small percentage have identified moderate emotional and behavioural difficulties.

Ravenscliffe is located in the Skircoat Green area of Halifax, with students travelling daily to the school from all parts of Calderdale. The curriculum is delivered by well qualified teachers and support assistants, to groups in which high staff to student ratios are maintained (often a ratio of 1 adult to 2 students).

The organisation of the school reflects that of a mainstream Secondary School, with students predominantly taught in chronological year groups with all National Curriculum subjects being offered, in addition to Personal, Social, Health and Citizenship Education, Careers advice and opportunities for Work Experience or Post school preparation activities. The School also operates specialised needs based Communication Groups, in which students focus on the development of a range of skills from non-verbal and verbal functional communication, to reading, writing and comprehension. These extend into needs based Literacy, Numeracy and ICT sessions within Key Stage groupings.

Great emphasis is placed on students becoming involved in the community, visiting local shops, sports facilities and places of interest and developing independence skills by using public transport with appropriate levels of support from staff.

Inclusion opportunities are actively promoted and supported. Some students may spend time working collaboratively with mainstream peers, or attend sessions at other local Schools or Colleges. The School's "Springboard" programme provides students with vocational experience opportunities and intensive staff support during extended workplace placements.

The school building is single story and fully accessible to disabled people with many adaptations and specialist resources. All students have a Statement of Special Educational need. Around 77% of students are of white British origin. 15% are of Pakistani heritage with 1% from White and Black Caribbean origin, 1% Black African, 2% of any other Ethnic origin and 1% with an Irish Traveller heritage. Staff are predominantly of White British original. 28% of students are currently eligible for Free School Meals. 31% of students are Female, 69% Male and attainment levels range from P1 to NCL4. A daily Act of Worship, which is broadly, though not exclusively Christian in nature takes place every lunchtime. A knowledge and understanding of other faiths is developed through R.E. and parents/carers are made aware of their rights regarding withdrawal from religious activities.

We do not currently hold data on staff disabilities.

Teaching and Learning

Teaching and Support staff ensure that pupils are taught in an inclusive environment where pupils feel safe, included and their contributions valued.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. We ensure they celebrate diversity and challenge stereotypes in all curriculum areas.

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The curriculum and its delivery is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Supporting Staff

The organisation of the School provides all staff with routes to peer or line management support. Trade Union membership is promoted and positive links exist between staff representatives and the School Leadership Team and Governors. The School aims to provide a positive working environment for all of its staff, paying particular attention to Health and Safety matters and providing appropriate training and development opportunities. Security and behaviour management systems are in place at the school to minimise risk to staff and matters of a potentially sensitive nature will always be dealt with in the strictest confidence. A member of the school non teaching staff team is due to become fully trained as a Unison Rep in December 2016.

Contributing to the Community

The School has worked hard to establish itself within the local Skircoat Green and wider Halifax and Calderdale communities. Students regularly visit local shops, sports facilities and places of interest, through their presence and involvement helping to raise awareness and break down barriers around disability. Students and staff maintain a high profile in the local community. The school receives frequent positive feedback on the behaviour and work of its staff and students.

The local community support the school through fund raising, volunteering and their accepting attitude. The school continues to seek opportunities for students to participate and contribute through activities such as recycling, litter management and garden maintenance.

The School is eager for its facilities to be used by members of the local community and wider disabled community and through its Sports college action plan continues to actively pursue this aim. It is now a community learning environment and is used for educational purposes 6 days each week with extended use after the students have left school at 3.10pm on every weekday.

Promoting Equality and cohesion

The school's commitment to equality and cohesion is demonstrated by our work to;

- promote equality, by assessing the impact of our policies on different groups
- challenge and eradicate discrimination and harassment, eg by acting quickly to deal with all bullying
- promote community cohesion, for example, through involvement in school partnerships, CASH and Heritage activities
- encourage greater participation in public life, through pupil involvement in the Schools Councils, Eco Committee, Food for Life, the Governing bodies and Community based activity
- ensure our curriculum reflects the society we want to encourage, that respects diversity and reinforces positive community values
- take care to ensure all pupils can access an appropriately designed curriculum
- promote human rights and equality through the Citizenship Curriculum
- ensure all pupils are given opportunity to access, and participate in, out of school activity
- develop and report our equality work as part of our business planning, school improvement, and school self evaluation processes
- develop and supporting and providing further training opportunities for our workforce, providing a working environment free from harassment
- work together with pupils, parents, staff, stakeholders and the wider community to develop and make real our equality aims and objectives
- review and audit all our Equality and Cohesion activities

PREVENT - Agenda and British Values

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The school will closely monitor all central Government guidelines linked to counter terrorism measures and the promotion of British Values. This will include update training for all staff, adding and updating information to the school website and liaising with parents/carers as and when necessary.

Community Cohesion

Through the School Self Evaluation form (SEF) the school audits its current activity to help us identify where we contribute to community cohesion. The school continues to try to build on this work to ensure that we utilise opportunities to enable pupils and staff to understand the contribution they can make to enhancing their communities and make connections with others.

Governors

The Governing Body acknowledges that it has overall responsibility to ensure that equality and community cohesion is promoted throughout the organisation; however it may delegate day to day responsibility to the school leadership team.

The Governing Body ensures that all staff are aware of, and understand, their responsibilities regarding equality legislation and guidance.

The Governing Body monitors progress on this scheme, through the half termly Headteacher's reports to Governors. They will ensure that challenges are set to enable the school to fulfill its aims.

The Governing Body ensures, through the process of impact assessment, that all relevant policies and procedures reflect the school's commitment to the principles of equality.

Involvement and consultation

In creating this scheme the school recognises the involvement and support of pupils, parents/carers, ex pupils, staff and members of the local community. Information has been gathered from our existing networks and meetings including the School Council, Pastoral, Staff, Governor and Parent Support Group meetings. We have liaised closely with the Next Step and Mayfield Trusts to help us understand the needs of disabled people and former pupils and have sought the views of community groups and providers such as the local swimming pool, transport providers and the Calderdale Community Foundation and partner schools.

Partnership with parents/carers

The school endeavours to provide all information for parents/carers in accessible, user-friendly language and formats. It also aims to provide information in community languages and alternative formats when requested.

Progress reports to parents/carers will be provided in a range of formats in order to ensure that all parents/carers are enabled to participate.

All parents/carers will be encouraged to participate at all levels in the full life of the school. Information and meetings for parents are accessible to all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Any inconsistencies are addressed through the School Improvement Plan which is monitored on a regular basis.

Gathering information

The school tries to ensure it has accurate and clear information at all times. It will collect data on pupils, staff and other users of the school. This is used to target, plan and deliver more effectively when there are difficulties.

The data we collected is utilised to develop the scheme and any further action plan. Any gaps in data are also addressed through the action plan and are used to monitor and evaluate our actions against our targets and to help to review and update our scheme.

Equality Impact Assessments

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Equality Impact Assessment is a process the school uses to consider the impact its policies and procedures have on people and the school and how it can manage and minimise any negative impact.

As we review our policies according to the cycle agreed by Governors we prioritise necessary changes and detail them in the Action Plan.

Whilst undertaking our impact assessments we consult with relevant individuals and groups to ensure we are aware of their issues and experiences. This process will ensure that, when complete, the school does not inadvertently disadvantage certain people or groups through its policy and procedure.

Responsibility

The Scheme reflects the school's commitment to equality and community cohesion, as such there is an expectation that the whole school community takes responsibility for making it a reality, specifically;

Governing body

The Governors are responsible for:

- making sure the school complies with the equality duties;
- ensuring effective activity is undertaken to promote community cohesion;
- making sure the school and its procedures are followed.

Headteacher

The Headteacher is responsible for:

- making sure the scheme is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- making sure the scheme and associated plans are followed;
- producing regular information for staff and governors about the scheme and how it is working, and providing training, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination.

All staff

All staff are responsible for:

- dealing with hate incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities, good community relations and preventing discrimination; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

Staff with specific responsibilities

The three Deputy Headteachers will assume overall responsibility for:

- coordinating work on equality and community cohesion;
- responding to reports of hate incidents.

An identified member of the Governing Body undertakes a monitoring role.

Visitors and contractors

Visitors and contractors are responsible for:

- receiving induction on and following our equality policies.

Pupils

All pupils are responsible for:

- abiding by the equality and cohesion scheme;
- reporting any hate incidents.

Parents and carers

All parents and carers are responsible for:

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- supporting the schools ethos in challenging discrimination and harassment;
- raising issues of concern.

Local Authority

The school works closely with Calderdale Council where our responsibilities have shared elements. Issues that may require particular attention are:

- Employment, where the respective responsibilities of school and local authority will vary according to; the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the authority.
- Procurement, which is regulated by the local authority. Local authority regulations will be amended to reflect the requirements of the Equality Act 2010
- The provision of extended services

While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality and community cohesion. It will use this Equality and Cohesion Scheme to help drive this work forward. Our commitments under this scheme will also be included in our other school planning processes.

The school recognises that it has finite resources and will be unable to achieve all the desired changes at once. In practice, this means that the school will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need.

Approved by Governors February 2016

Date of second review: Spring 2019

If you have any feedback, or comments about the scheme you can contact Mr M Moorman on Telephone: 01422 358621; E mail: admin@ravenscliffe.calderdale.sch.uk; or Ravenscliffe High School and Sports College, Skircoat Green, Halifax HX3 ORZ if you require this scheme in another format or language, please contact Mr M Moorman