



STORMONT HOUSE SCHOOL
achievement for all

Equality and Diversity Policy

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Our Vision and Aims

Our Vision

Achievement for all in a unique world-class school

Stormont House is a special school, so all our students have special educational needs and/or disabilities. We celebrate the rich diversity of our students, many of whom are neurodiverse and approach interaction in unique way; every one of our students is normal, but not typical.

Our ultimate objectives for our students are for them to

1. make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
2. have full lives, making increasingly meaningful choices about their futures, and control of their support¹
3. be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study².

¹ Adapted from <https://www.preparingforadulthood.org.uk/about-us/our-work.htm>

² Adapted from 'Impact' in the [Education Inspection Framework](#)

Every member of the school community has a right to be treated and valued equally regardless of race, class, gender, sexual orientation, size, religion or the challenges of disability or disadvantage.

We use a multi-disciplinary approach to provide children with equality of opportunity, enabling them to aim high and reach their full potential.

We aim to provide a safe and supportive learning environment in which students can develop the skills and enthusiasm to become independent learners, both at school and beyond.

The value we place upon personal and social development is central to our philosophy and we give recognition to achievement in all its forms.

We encourage students to be responsible citizens in order to prepare them for adult life in a multi-cultural society, and to encourage them to see the benefits of the rich diversity that exists in our community and wider society.

We are committed to inclusive education and will provide opportunities for reintegration of students into mainstream schools where appropriate.

We, the School Governors and Staff, aim to work in partnership with parents, carers and the wider community and value highly the role they play in supporting the students' education.

We are committed to the training of all staff to meet the aims of the school and to further their professional development.

Our Commitment to Equality and Diversity

We know that every individual carries with them their own unconscious bias. We also understand the risk of acting on assumptions without checking them.

As a staff and governor team we want

- to start every interaction with the **mindset 'all behaviour is communication'**
- a culture where staff are encouraged to **reflect and check their own biases**, and where staff have a **common language and approach to safely challenging bias** when they see it in others.
- **to share and celebrate**; our similar experiences as well as our differences.
- to see **representation** of diversity across all levels of the school, including senior leadership and governors
- internal and external **recruitment** to attract a wide range of diversity in applicants
- to make sure every child sees themselves in the **curriculum**, to celebrate aspirational figures who represent our diverse school community
- **depth of analysis when it comes to data**; using that analysis to check our biases
- to build **trusting relationships with our parents and our community**; we want our interactions to start from a positive place

Purpose of the Policy

We know that we have a legal requirement under the Equality Act 2010 to:

- Ensure protection from discrimination, harassment and victimisation on the basis of any protected characteristic; *age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation*

The Public Sector Equality Duty requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between different groups
- Foster good relations by tackling prejudice and promoting understanding between different groups

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Links to other policies and documentation

This policy is the key document for information about our approach to equalities in line with the Public Sector Duty, there are references to equalities in our relational and restorative policy, as well as in minutes of meeting involving governors, whole staff, the senior leadership team, and SMART school council.

The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in our Staff Code of Conduct.

Eliminating discrimination, harassment, and victimisation

Equality of opportunity is at the heart of what we do at Stormont House School, and we take this into account in relation to admissions and exclusions; the way we implement our curriculum and the way we provide access for students to facilities, services, trips and residential.

This policy underpins our recruitment and professional development process so that no one is discriminated against when it comes to employment, promotion or training opportunities. We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We actively promote equality and diversity through the curriculum and by creating an environment which champions acceptance for all, working together and the need to celebrate our differences.

Our admissions arrangements are fair and transparent, and we do not discriminate against students or families on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, exclusions and attendance

The Stormont House Relational and Restorative Policy recognises the importance of taking learners' individual needs into account to enable them to overcome barriers and achieve their personal best. A key aim of the policy is to encourage learners to be responsible members of the school and wider community.

Addressing prejudice and prejudice-based bullying

Prejudice and prejudice-based bullying are not accepted at Stormont House School.

We challenge any prejudices about:

- disability and special educational needs,
- race, religion or belief, for example anti-Semitism and Islamophobia,
- Travellers, migrants, refugees and people seeking asylum
- gender and sexual orientation, including homophobic and transphobic attitudes.

All staff receive annual training on how incidents of bullying and prejudice should be reported, recorded, and dealt with. We treat all bullying incidents equally seriously.

What we are doing to foster good relations

Preparation for adulthood is one of our school priorities, and we recognise that an important part of that is preparing for life in a diverse society. The spiritual, moral, social and cultural development of our students is crucial to their independence and sense of place in our local and global community.

We explicitly teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSD, PfA, and humanities. Throughout the whole curriculum we celebrate difference and make conscious choices to ensure learners see themselves and their families represented. The materials and resources we choose reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability.

Prejudice-based discriminatory language, attitudes and behaviour are not accepted in our school; staff and students are expected to challenge any such behaviour in line with our Respect Code.

Every voice is important to us, and we believe there is no hierarchy of equality; we provide opportunities for all students to listen to a range of opinions and to empathise with different experiences. We celebrate equality and diversity through displays, assemblies, visitors, whole school events, e.g. Black History Month and Anti-bullying week. We include Equalities matters in our Newsletters to parents and Carers and in items on the school website.

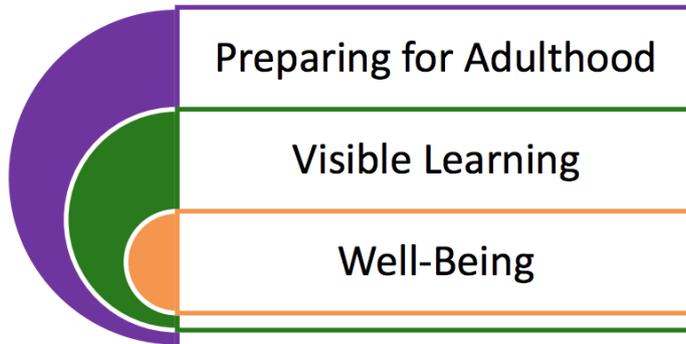
Our equality objectives

The Public Sector Equality Duty ensures that we continue to tackle issues of disadvantage and underachievement of different groups by breaking down barriers to learning, and increasing life choices for all students, which underpin our vision and whole-school priorities.

Our Vision

Achievement for all in a unique world-class school

Whole-School Priorities 2020-23



As stated above, and echoed in our Pupil Premium Strategy, our ultimate objectives for our students are for them to:

- 1) make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
- 2) have full lives, making increasingly meaningful choices about their futures, and control of their support
- 3) be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study.

Our current Equalities Objectives, scheduled for review in 2027 are:

Objective 1

To ensure that all students make the best possible progress in both English and Maths, with the ambition of meeting or exceeding ambitious flightpaths in both subjects. Our strategy will be to secure baseline assessments, provide high quality teaching, intervention, and support strategies, all of which will be internally and externally quality assured.

Objective 2

To review our curriculum to further improve post-16 progression for all students.

Roles and responsibilities

Everyone in our school community has committed to promoting equalities and meeting the requirements of the Equality Act, and we expect visitors to support that commitment. We provide training, guidance, and information to enable everyone to do this.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The school's commitment to the Equality Duty is reviewed regularly at resources committee and teaching and learning committee. Governors review the Equality Policy and evaluate the success of the school's Equalities Work.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Members of the leadership team are responsible for co-coordinating implementation of the policy and for monitoring outcomes.

All teaching and support staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the school's value of acceptance
- choose materials and resources that represent the diverse school community
- differentiate planning and teaching to meet different needs of students
- maintain high expectations and aspirations for all students
- keep up-to-date with equalities legislation

We will go through the expectations and duties of the Equality Act for all staff annually and provide training and guidance for new members of staff as part of their induction.

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters, and on the website, to enable them to do this.

Equal opportunities for staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Wherever possible the staffing of the school reflects the diversity of our community.

We do not accept discrimination and harassment in our employment practice and actively promote equality across all groups in our school community. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We will review the information about equalities in the policy every three years and make adjustments as appropriate. Our review will involve students, staff, governors and parents and carers.