



Pinewood School

Equalities Policy

November 2023

Promoting equality is fundamental to the vision and ethos in Pinewood school. In Pinewood we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

Together with the WLC Promoting Positive Relationships policy, The Equality Act (2010) and the UN Convention on the Rights of the Child provide us with a framework to support our commitment to valuing diversity, promoting equality and tackling discrimination.

Our approach to equality in Pinewood is based around our school values:

Included:

All learners are of equal value – there is no discrimination based on disabilities, ethnicity, culture, economic background, national origin or status, gender identity, religious/non-religious affiliation or sexual orientation.

We work hard to ensure that all pupils are able to fully access our curriculum in order to be happy and thrive

Respected:

We recognise, respect and celebrate differences and understand that diversity is a strength for supporting our pupils.

Whole school ethos of respect has as collective impact on our pupils.

Independent:

We acknowledge and challenge all the potential barriers for our young people and strive to remove them to ensure that all learners have the same opportunities and can develop skills for life, learning and work. We have the highest expectations of all of our children. We expect that pupils can make good progress and reach their full potential

Guidance

In Pinewood we have a number of practical approaches to promoting equality throughout the school. Some of these are:

- We encourage a Total Communication Approach – all learners have a voice and supported to understand. We have a robust policy in place with details of all of the strategies and resources available.
- We have a range of low tech and high tech resources to support all of our learners to have a voice. For example, eye gaze, switches, talkers agreed visuals, talking mats.
- We have a whole school approach supporting the pupils' understanding of the wellbeing indicators and children's rights. Our pupils created characters to depict each wellbeing indicator and these are brought to life through animations as well as soft toys and puppets. As a visual aid for our learners, the characters are on display around the school, are used at each assembly and as a teaching tool in classrooms.
- Staff use very simple language with our pupils – 'fair, same'.
- Where appropriate, explicit learning experiences are delivered in classrooms with themes such as discrimination, bullying, equality. These are best delivered through songs and stories to provide a multisensory approach to support understanding and provoke discussions.
- Pupils take part in reflecting on their learning about using 'reflection books'
- In the small class sizes pupils have opportunities for informal, ad hoc chats with staff team members through 'me time' and daily check ins with their one trusted adult.
- Pupils are supported to take part in their annual review meetings and are consulted about their learning and life in school and at home.
- Our pupil council consists of a representative from each class in both primary and secondary. We meet once a month to discuss current events happening in the school and seek the pupils' opinions and thoughts on how to improve the school
- We recognise that not all of our learners are able to voice or express their opinions and ideas, so we consider staff advocacy highly important. We use a combination of a detailed pupil profile which outlines communication needs and behaviour presentations together with regular observations using the Leuven Scale. This gives staff a consistent approach to determine how pupils' observed behaviour and presentation can support staff judgement about how the pupil feels about certain things.
- All staff are encouraged to model appropriate behaviour and language to scaffold our pupils' understanding.
- We recognise and celebrate charity events and special days. All of our learners are involved in learning about these in class and coming together to share learning or celebrate together.
- Close partnership working takes place with other agencies to ensure that our learners needs are being met and supported as much as possible in all areas of their lives.
- Pupils in the senior phase are given opportunities to take part in work experience and develop employability skills.
- Pupils, staff and parents contributed to our 'Cost of the School Day' policy. Once-worn School Uniform garments are available for families to make use of.
- Parent workshops are offered throughout the year each with a different theme. Eg pupil development, communication strategies, sensory play.
- Community cafes are run once a month providing a social support for families and friends of the school as well as opportunities for our senior pupils to develop their skills for life.

Consultations

Staff, pupils and parents are consulted annually about our equality policy and practices around school. Staff are asked to complete a FORMs questionnaire and feedback will be added to our next steps for the following year. Pupil council members will be supported with visuals and photos to answer these questions. Our Parent Council and HWB Family Champ will also be consulted about how we can improve our equality practices throughout school.

Action Plan

To further develop our knowledge, understanding and practices this is our Equalities Action Plan for 2023-24:

Protected Characteristic	How?	When?
Religion	<ol style="list-style-type: none">1. Host an Interfaith Café2. Invite visitors (members of staff, families and community) to support teachers to deliver lessons (eg. Diwali)	March 2024
Age	<ol style="list-style-type: none">1. Provide opportunities for our pupils in both primary and secondary to take part in DYW activities.	June 2024
Disability	<ol style="list-style-type: none">1. Update the learning and teaching policy2. Develop our curriculum so that all pupils have an appropriate pathway3. Communicate this to whole staff and the wider school community	May 2024

Communication Strategy

Our policy is available on our school website and can be made accessible in different languages on request.

Letters and information for parents can be translated in various languages on request.

Learners are supported to develop their understanding through use of visuals and agreed simplified language. School displays will be updated regularly to include current work and focuses about equality in Pinewood.

This policy and ongoing work around school is signposted in our monthly newsletters.

