



# Rosebank School

Listening, Responding, Learning

## **EQUALITY AND ACCESS SCHEME AND OBJECTIVES** **(Public Sector Equality Duty)**

<b>DATE OF THIS POLICY:</b>	March 2025
<b>Ratified by Governors:</b>	March 2025
<b>Frequency of update:</b>	Annually
<b>Due for revision:</b>	<b>March 2026</b>
<b>Person responsible:</b>	Headteacher

**The next revision date is:**

Review Date	Changes Made	By Whom
March 2023	Changes made in Blue. Addition of 'Equality of decision making' pg 4 Update to data on school population	Adam Westwater
March 2025	Updating school detail	Adam Westwater

## **EQUALITY AND ACCESS INFORMATION AND OBJECTIVES**

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We ensure that all pupils are able to access our curriculum and environment regardless of their individual needs or disabilities.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality and access; and to publish equality and access objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.
- **Equality considerations in decision making**, taking into account the impact of significant decisions on particular groups. For example, when organising a trip and whether it affects religious holidays or is accessible to pupils with disabilities.

## **PART 1: INFORMATION ABOUT THE PUPIL POPULATION**

Number of pupils on roll at the school: **51**

### **Information on pupils by protected characteristics:**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### **Disability**

The Equality Act defines disability as when a person has a 'physical or mental' impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Number of pupils with disabilities: **51**

### **Pupil Special Educational Needs (SEN) Provision:**

<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
EHCP	100%
Assessment / awaiting EHCP	

## **Ethnicity and Race**

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
White British	35	9	44
Other White Background	1	0	1
Chinese	2	0	2
Black African	0	0	0
Indian	1	0	1
Pakistani	1	0	1
Other Ethnic Group	1	1	2

## **Gender**

Boys	41
Girls	10

## **Religion and Belief**

	%
Christian	4%
Buddhist	0
Hindu	0
Jewish	0
Muslim	2%
Sikh	0
None/refused	94%

## **Gender identity or reassignment**

There are no pupils in this category.

## **Sexual orientation**

There are none known.

## **Information on other groups of pupils:**

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

## **Pupil with English as an additional language (EAL)**

	Boys	Girls	Total	%
Number of pupils who speak English as an additional language	4	1	5	10%

### Pupils from Low Income Backgrounds

	Boys	Girls	Total	%
Number of pupils eligible for free school meals	11	4	15	30%

### Children who are Looked After

Boys	Girls	Total
1	0	1

### Young Carers

N/A

### Other Vulnerable Groups

N/A

## **PART 2: OUR MAIN EQUALITY AND ACCESS CHALLENGES**

This is a summary of the challenges that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

- We are aware of the need to develop pupils' independence skills throughout the curriculum to ensure all our leavers can access their home community with skills that promote personal safety, life, living/social skills and awareness.
- We are aware of the changing complex needs of pupils entering the school and continue to develop strategies and interventions to support them through school. These strategies are developed and designed on an individual basis for each child and will be discussed and planned with the support of parents.

- Our care guidance and support for all pupils is outstanding. We monitor pupils individually on a daily basis to ensure their safety and to keep them from harm, including bullying of all kinds. We know that many of our pupils are extremely vulnerable and we seek ways to facilitate their independence and autonomy at all times.
- We are very aware that our pupils do not always understand the term bullying and the difference between play and bullying and we will continue to address this through the curriculum and other occasions as necessary.
- We have concerns over a growing number of pupils with mental health difficulties, complex needs and challenging behaviour, and we work closely with CAMHS, LD CAMHS, parents and other agencies to ensure the pupils' educational progress, emotional health and mental well-being. We are aware that people in our local community do not always understand the complex needs of the pupils and we will continue to work with them to help them understand the children's needs and the strategies and interventions that make a difference.

### **PART 3: HOW WE HAVE DUE REGARD FOR EQUALITY**

The information provided here aims to show that we give careful consideration to equality challenges in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

- We have a school Positive Behaviour Support and Management Policy agreed by all CSSC Special Schools and adapted for our pupils' particular needs. We rigorously record and monitor incidents and work closely with parents and other agencies to try to reduce the frequency of these incidents.
- We have a school Anti-Bullying Policy that sets out how we will manage potential incidents of bullying in school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and

belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

- Our admission arrangements are in line with the CWAC policy for admitting pupils with EHCPs.
- We have adopted the CWAC Complaints Procedure which has been adapted to the needs of our school and sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have adopted the CWAC Code of Conduct Policy and Guidance for Safer Working Practices for Adults who Work with Children and Young People in Educational Settings and these are available on the school computer system and at request for all staff.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### **Disability (including access to curriculum and environment)**

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- All pupils at Rosebank School have an EHCP and make good to outstanding progress from their starting points. Pupils are tracked individually and support and intervention are focused on need and changing needs.
- At Rosebank, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life and the wider community. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Rosebank School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit us.

### **How we advance access and equality of opportunity:**

We support all our learners and staff by meeting their individual needs.

- We take steps to ensure that no individuals are put at a disadvantage because of their specific needs.
- We involve all learners, their families and staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We continually assess the school environment to ensure that all pupils have equal access to enable participation in the curriculum.
- We commit to making environmental changes and upgrades when the need arises.
- We continually assess the physical environment of the school to ensure equal access for all.
- We work closely with professionals as necessary to help learners understand their disability and how this may impact on their lives.
- Working with multi-agency professionals and families, we aim to develop strategies to enable the pupils to manage their disability.
- Our building is all on one level, with level or ramp access to all areas inside and outside school. Accessible facilities are available, and all resources are accessible to all (with due regard to health and safety policy and risk assessment).
- We continually assess and develop the curriculum so that it remains accessible to all regardless of their needs and abilities, within the aims and values of Rosebank School.
- Curriculum materials and resources are adapted to the needs and abilities of each student to enable them to access the curriculum.

### **How we foster good relations and promote community cohesion:**

The school promotes the spiritual, moral, social and cultural development of all pupils.

- We have a curriculum that supports all pupils to understand, respect and value difference and diversity. Through regular access to the community we strive to give our pupils a wider understanding of how they are an integral part of the community and to build an understanding of other people's difference.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people, a mix of different faiths and ethnic backgrounds
- We tackle prejudice and any incidents of bullying based on disability, faith and ethnic background.
- We are involved with sports, social and cultural events and projects with pupils from across the ability/disability range within CWAC.

## **What has been the impact of our activities? What do we plan to do next?**

Rosebank School is a safe and caring community. We have expanded our numbers and in turn, met the needs of more complex young people over recent years.

- We strive to ensure all pupils, no matter what complex needs they have, make outstanding progress.
- All our leavers enter the next phase of their education with increased confidence, an understanding of difference and ability to cope with change.
- We plan to include a focus in the curriculum of celebrating our neurodivergence, and autistic role models across the world.

## **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

### **How we work with our parents/carers:**

- All parents and families are consulted on an individual basis and work closely with our Family Support Worker as well as all staff who work with their children.

### **How we advance equality of opportunity:**

We monitor the attainment and progress of all our pupils as individuals, regardless of ethnicity, race, religion or gender.

- We identify and implement interventions to improve the attainment and progression rates of particular pupils who we identify as needing additional support or intervention
- We identify and address barriers to the participation of particular groups or individuals in learning and other activities.
- We involve parents, carers and families in strategies and interventions to improve outcomes.
- We link with groups, organisations and projects in the local community.
- We ensure pupils are exposed to books and resources featuring people from a variety of ethnicities and races.

## How we foster good relations and promote community cohesion:

The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and through a well-planned PSHCE programme, including being a 'No Outsiders' school.

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes, and utilises staff training in the PREVENT agenda.
- We organise celebrations and special events for all our community to take part in.
- We take part in a variety of charity events such as Autism Awareness Day, Sport/Comic Relief, Epilepsy Awareness, Macmillan Cancer Appeal, and collecting for the local food bank.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- We compile evidence through Tapestry of SMSC events, activities and learning, and support staff to access a range of opportunities to develop SMSC in school.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records of all incidents and takes the appropriate action.

## What has been the impact of our activities? What do we plan to do next?

Our enriched curriculum has provided opportunities for all pupils to enjoy the experiences of working and living in a diverse community.

- Ensure that all the curriculum areas make the best possible use of what is on offer from a cultural and ethnic perspective.
- To continue to promote collaboration between the different groups and celebrate difference.

## Gender

We are committed to working for the equality of all.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- Due to the difference in presentation of autism, 82% of our pupils are boys. We closely monitor assessments and curriculum content to ensure that girls have equal opportunity and access.

### **How we advance equality of opportunity:**

- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes are avoided.
- All parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We ensure that pupils are exposed to books portraying children and adults in a variety of roles, careers, and situations.

### **How we foster good relations and promote community cohesion:**

We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

### **What has been the impact of our activities? What do we plan to do next?**

- We are aware of the lack of male role models within school (and also at home as some of our parents are single mothers), therefore we try wherever possible to redress the balance by giving pupils the opportunity to work with male staff from other agencies. We invite a wide range of peripatetic staff into school who may be of any gender: cricket coach, football coach, rugby coach, yoga teacher. Pupils also have opportunities to meet other role models outside school when swimming, and participating in a wide range of experiences and visits to see people at work in shops, garden centres, etc.
- We provide opportunities for integration into mainstream primary schools where our pupils will have access to both male and female teaching staff if appropriate.

## **Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have not had a pupil who has been known to us who is questioning their gender, however we would be prepared to support a pupil who was questioning their gender or considering gender reassignment.

- We would identify the challenges and seek help to address them by taking professional advice and putting in place support networks for the pupil.
- We would track the individual pupil through a process to ensure that such pupils do not experience unfair or less favourable treatment.
- We would work with families to provide support on issues that affect them to with transgender children.

#### **How we advance equality of opportunity:**

We try to ensure that staff understand the nature of gender variance, its biological influences and how it differs from sexual orientation.

- We recognise that all transgender and non-binary children should be supported and protected whether or not they undertake transition.
- We understand that transgender and non-binary pupils who are entering puberty may experience intensifying stress, which may have a negative impact on their schoolwork. We take steps to provide appropriate and sensitive support to ensure that learning is not disrupted.
- We ensure that transgender and non-binary staff are safe and comfortable in the school environment.

#### **How we foster good relations and promote community cohesion:**

We aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

- Our curriculum, including PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.

## **What has been the impact of our activities? What do we plan to do next?**

- We will continue to develop tolerance and understanding in our community by dealing with issues as they arise and providing opportunities for pupils to talk about issues that concern them in PSHE (including RSE), or in 1:1 ELSA sessions where appropriate

### **Religion and belief**

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Rosebank School complies with reasonable requests relating to religious observance and practice.

- We have not identified any issues we are aiming to deal with in relation to the needs of groups of pupils with particular faith backgrounds.
- There are good relations between pupils who share a religious faith or other belief and others.
- We involve pupils, families and others from different faith communities.

### **How we advance equality of opportunity:**

- The school will tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We will support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

### **How we foster good relations and promote community cohesion:**

- The school promotes the spiritual, moral, social and cultural development of all pupils by responding to individual needs and giving them time to speak/communicate about their individual beliefs and customs and valuing each individual at all times.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- The school is tackling bullying or harassment on the basis of faith and belief by following up each incident that arises.

### **What has been the impact of our activities? What do we plan to do next?**

- We plan to continue to provide opportunities for pupils to share their values and beliefs with each other.
- Continue to follow up any incident that is not acceptable in relation to faith or religion.

### **Sexual orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We will respond to any challenge on an individual basis in relation to LGBTQ+ within Rosebank.
- We will foster good relations between pupils and/or staff.
- The school ethos includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.
- We involve and consult with all members of the school community whatever their sexual orientation or gender, and their families, on issues that affect them.

### **How we advance equality of opportunity:**

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We give careful consideration to our curriculum to ensure all pupils understand and respect difference and diversity in a positive and constructive way.
- We ensure that all staff feel comfortable, and are supported to be open about their sexual orientation.

**How we foster good relations and promote community cohesion:**

The school promotes the spiritual, moral, social and cultural development of all pupils.

- We support pupils to develop the skills to be confident learners and accepting of one another’s lifestyles and beliefs, through the PSHCE curriculum.
- We provide opportunities to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it’s alright to be different.
- Posters and pictures around the school are selected to reflect the full range of families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

**What has been the impact of our activities? What do we plan to do next?**

We value difference at Rosebank School and will continue to make this very high profile, including through using the ‘No Outsiders’ resources

**PART 4: CONSULTATION AND ENGAGEMENT**

We aim to engage and consult with pupils, staff, parents and carers, and the local community.

Our main activities for consulting and engaging are:

- The HT will be available to discuss the policy with individual parents, staff, and governors.
- A summary of our Equality and Access Information and Objectives will be published on the school website.
- A copy of the full policy will be available on request.

**PART 5: RECORD OF HOW WE HAVE CONSIDERED EQUALITY ISSUES WHEN MAKING DECISIONS**

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

## **Equality**

On considering this policy there are no significant issues. Equality will always be reviewed as and when necessary or in the light of any changes.

## **PART 6: OUR EQUALITY AND ACCESS OBJECTIVES**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will review the progress we are making to meet our equality objectives on an annual basis.

### **Equality objective 1:**

To continue to ensure that the appointment of staff is in line with equal opportunities legislation.

#### **Progress we are making on this objective:**

We are following LA guidance and Safer Recruitment procedures to ensure equal opportunities legislation is adhered to. This objective is on-going.

### **Equality objective 2:**

To monitor the curriculum content and extra-curricular activities to ensure equal access for boys and girls, and that there is a focus within the curriculum on the positives of having autistic spectrum condition

#### **Progress we are making on this objective:**

Curriculum Co-ordinators for each Key Stage oversee curriculum content and ensure equal access for boys and girls, and that there is a focus within the

curriculum on celebrating being autistic. Displays in school celebrate diversity, difference and achievement.

### **Equality objective 3:**

To ensure that all school policies are in line with the requirements of the government Prevent Duty and that our curriculum is adapted to ensure that our children are aware of and value other people's difference and diversity.

### **Progress we are making on this objective:**

We are using the No Outsiders resources to develop tolerance of difference and learn that 'everyone is different but we can still be friends'. All classes get the opportunity to share their No Outsiders work in weekly assemblies.

### **Equality objective 4:**

To monitor progress of pupils with English as an additional language (EAL) to ensure their progression is in line with their peers at Rosebank.

### **Progress we are making on this objective:**

Progress of all pupils with EAL will continue to be monitored.

## **PART 7: INFORMATION ABOUT OUR EMPLOYEES**

Workplaces with more than 150 employees are required to publish information about them. This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

- Rosebank School has less than 150 employees.