


Equality Policy	
Updated	October 2022
Status	Statutory Policy Delegated to the full Management Committee Updated every 4 years
Next Review	October 2024



This policy outlines the commitment of staff, pupils and the Management Committee of Compass School to ensure equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same, but also understanding and tackling the barriers which could lead to unequal outcomes for different groups within the school. These include:

- Pupils
- Staff
- Parents/carers
- Multi-agency staff linked to the school
- Visitors to the school

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We see all pupils, potential pupils, their parents and carers and staff as of equal value:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, national origin or national status;
- Whatever their gender and gender identity;
- Whatever their religious and non-religious affiliation or faith background;
- Whatever their sexual orientation;
- Whatever their marital status;
- Whether they are currently pregnant or have recently given birth;
- Whatever their age;
- Whatever their language.

At Compass School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential, irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

School Context

Compass School is the only provision in Southampton providing education and behavioural support for pupils permanently excluded or at risk of permanent exclusion from mainstream school. The Leadership Team actively promotes educational and social inclusion and generates a positive school culture with a fundamental link between academic progress and 'learning to learn'. This drives the belief that the pupils' academic needs are of equally high status to their behavioural progress.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Ethos and Atmosphere

- At Compass School the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school should reflect diversity across all aspects of equality of opportunity.

Monitoring and Review

We use the curriculum based on nurture principles and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

Young people usually come to us with very poor attendance and with a record of under achievement. Intensive support for the child and the family ensures that we increase attendance and participation to 'narrow the gap' and facilitate successful progression to post 16. Qualified teachers and support staff jointly plan and deliver the curriculum with the support of outside agencies and specialist workers. Nurture is central to the curriculum. This enables pupils to access a differentiated academic curriculum that is designed to challenge and engage.

Pupils' achievement is rigorously tracked and this identifies any children not making expected progress in academic learning and/or 'learning to learn'.



Any under-achievement is addressed through high quality teaching and support as well as through targeted intervention. As part of this process we regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress.

Compass school is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We always aim to recruit an appropriately qualified workforce and Management Committee that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Use materials to promote a positive image of and attitude towards disability and disabled people;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Provide pupils with the opportunity to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;

- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupil's advocacy skills so that they can detect bias and challenge discrimination leading to justice and equality;
- Ensure that the whole curriculum covers issues of equality and diversity;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extended learning opportunities that involve all pupil groups;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- We will meet all pupils' learning needs, including the more able, by careful assessment and delivery of programmes of work.
- The school environment is one where all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment, both internal and external, including displays and signage.

Curriculum

At Compass School we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- Steps are taken so that all pupils have access to the curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.

Provision for Bi-lingual Pupils

We undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom;
- Gypsy, Roma and Traveller children;
- Advanced bi-lingual learners.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We encourage the career development and aspirations of all school staff. Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equalities policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices.

Partnerships with Parents/Carers/Families and the Wider Community

All parents/carers are encouraged to participate in the full life of the school.

Our Management Committee will ensure that the school complies with statutory requirements in respect of this policy.

The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Management Committee.

Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour. We will take steps to ensure all visitors to the school adhere to our commitment to equality.