



Hidelow Grange School

Equalities Policy

	Last reviewed: September 2024 – Sam Goodchild
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Role: Head teacher Branass School	
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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS AND STUDENTS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils and students and students have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils and students and students are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils and students and students we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils and students and students for their future;
- Recognising that time is precious: working quickly to turn around pupils and students and students' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils and students and students will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils and students and students develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils and students and students to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

2 Equalities Policy

INTRODUCTION

At Hidelow Grange School we understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act identifies the ‘protected characteristics’ that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils and students and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

We do not tolerate any member of the school staff or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. We will take swift and decisive measures when addressing any such form of bullying or harassment. Also, we will not discriminate against anyone because of their political affiliation.

We wish to work closely with the School Council and through Rights Respecting Schools and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

OUR EQUALITIES OBJECTIVES

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by and under this Act.
- To Advance equality of opportunity between persons who share a relevant 9 protected characteristics and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

ROLES AND RESPONSIBILITIES

The Proprietor

The Proprietor has:

- Delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities Officer to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;

- Engage with training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- Ensure that this policy is embedded into the culture of the school;
- Publish the equalities objectives of the school;
- Ensure an Accessibility Plan is in place and is updated annually;
- Ensure all school personnel, pupils and students and students and parents are aware of and comply with this policy;
- Work closely with the care staff;
- Provide leadership and vision in respect of equality inclusion and community cohesion;
- Record and deal with incidents of racism, bullying and other inappropriate behaviour;
- Seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- Ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- Regularly report to the Proprietor on the standards achieved by different groups within the school;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;
- Monitor the school environment to ensure that there are adequate examples of positive images and resources associated with race, religion, disability, gender and sexuality.

Role of school staff

School staff will:

- Adhere to this policy and be fully committed to the school ethos;
- Report and deal with all incidents of discriminatory behaviour and unequal treatment to the Senior Leadership Team;
- Tackle all forms of bullying immediately and in an age appropriate way;
- Provide a stimulating, relevant and exciting curriculum and use a variety of teaching methods to ensure effective learning takes place for all pupils and students and students;
- Promote equality through curriculum planning and delivery, classroom organisation, reinforcing the school ethos and being a role model of inclusive practice;
- Attend appropriate training.

Recruitment process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Recording incidents of discrimination

The Head Teacher will maintain a record of any bullying incidents. This will detail the form of bullying that takes place or the nature of the discrimination. School will then target appropriate intervention in order to tackle any discriminatory views that need to be challenged. The number and frequency of incidents will be reported to the Head of Education on a half-termly basis.

Tackling discrimination

Hidelow Grange School is fully committed to inclusion and to celebrating diversity. Our whole school ethos of care, courtesy and concern to all is used in discussions with our pupils and students and students regularly and they learn about diversity and how to include others in all that we do as a school community. Our PSHCE curriculum delivers high quality teaching and learning about a range of current societal issues and strong messages around inclusion, celebrating diversity and tackling discrimination of all kinds.

Role of carers

Care staff will:

- be aware of and comply with this policy;
- support the school's ethos of equal opportunity, celebrating diversity and inclusion.

RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

- Communications with home such as weekly newsletters and of end of half term newsletters;
- Reports such annual report to the Proprietor and Headteacher reports to the Head of Quality (Education);
- Displays for all stakeholders;
- Reinforcing our ethos at any given opportunity when in discussions with parents/carers;
- Assemblies and whole school meetings.

TRAINING

We ensure all school staff have equal chances of training, career development and promotion.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guidelines concerning equal opportunities.

EQUALITIES IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any person and it helps to promote equality at this school.

MONITORING THE POLICY

The practical application of this policy will be reviewed annually or when the need arises.

Effectiveness of the policy is demonstrated through the termly inclusion report to governors which includes details about any instances of discriminatory behaviour.

This policy is due to be reviewed in September 2024

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography