



Equality Information and Objectives Statement

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

EQUALITY INFORMATION AND OBJECTIVES - POLICY STATEMENT

Approval Committee:	FGP
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Last reviewed:	November 2024
Next review date:	November 2028
Required to publish on website?	Yes
Statutory?	Yes

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1. Introduction, aims and values

1.1 All students are entitled to equality of educational opportunity irrespective of ability, background, disability, race, colour, nationality, ethnic or national origin, religion or belief, gender or sexuality, gender reassignment, pregnancy or maternity (Protected Characteristics) and are encouraged at all times to make the maximum possible progress.

1.2 All staff members are made aware of the Courtyard's legal obligations under the Equality Act 2010.

1.3 The following policy is drawn to the attention of all staff, governors, parents/carers and students. The support of all in maintaining and further developing the equal opportunities policy is enlisted.

1.4 The Courtyard fosters respect, tolerance, understanding and friendship amongst all members of its community in order to prepare students for life in our multi-cultural and multi-skilled society.

1.5 The Courtyard recognises that staff expectations affect the achievement, behaviour and status of students and, as such, places great emphasis on positive behaviour by all staff towards students.

1.6 The Courtyard encourages awareness and accountability through training amongst staff and students, of role stereotyping and discrimination and ensures that the impact of such behaviours is understood.

1.7 Aims / Values

1.7.1 We promote good relations and equality through the aims and ethos of the Courtyard. This is achieved by:

1.7.1.1 creating a positive and disciplined learning environment;

1.7.1.2 ensuring that students feel respected, valued, reassured and comfortable in their own unique identity;

1.7.1.3 promoting mutual respect and tolerance of those with different faiths and beliefs; and

1.7.1.4 counteracting any negative messages of fear, hatred and ignorance. The Courtyard will make sure that it in no way harbours or nurtures such beliefs.

1.7.2 We recognise that in order to put this policy into practice, we need to ensure the following:

1.7.2.1 everybody in the Courtyard is promoting equality and good relations; and

1.7.2.2 all sections of the Courtyard community (including parents, carers and governors) are made aware of and involved in understanding and contributing to this policy.

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

1.8.1 **Eliminate unlawful discrimination, harassment, victimization** and any other conduct prohibited by the Equality Act 2010.

1.8.2 **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it

1.8.3 **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 2: Student Population Information

- The school has 69 students on roll.
- SEND – 100% of students have an EHCP with noted diagnosis of Autism and/or Speech, Language and Communication Needs.
- Majority of students have additional diagnoses, for example, ADHD or severe anxiety.
- 57% of students access FSM.
- 66% Male
- 46% White British

2.1 Sensitive information on some students with protected characteristics

2.2.1 Some information in relation to protected characteristics we regard as sensitive. It is not appropriate for us to collect information from students or their families in relation to some protected characteristics such as gender identity and sexual orientation. However, we are aware that there may be a number of equality issues for these students and we are committed to understanding these.

Part 3: How we have due regard for equality

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

3.1.1 We are committed to working for the equality of all our students. All

staff are expected to manage all discriminatory incidents that may occur towards students with protected characteristics prohibited by the Act eliminating discrimination harassment on account of race, religion or belief, gender or gender identity, age, pregnancy or maternity, marriage or civil partnership, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

3.1.2 All incidents of harassment or bullying are managed by the member of staff present, escalating to a class teacher / where necessary to a senior leader.

3.2 Below are listed some of the policies the Courtyard has in place that help us show due regard to the need to the need to "eliminate unlawful discrimination, harassment, victimisation and other conducted prohibited by the Act".

3.2.1 Special Educational Needs (SEN) Policy;

3.2.2 Disability and Accessibility Policy;

3.2.3 Risk Register

3.2.4 Curriculum Policy

3.2.5 Anti-Bullying Policy;

3.2.6 Sex and Relationships Education Policy;

3.2.7 Safeguarding and Child Protection Policy

3.2.8 Staff Handbook;

3.2.9 Application Forms for prospective employees;

3.2.10 Information pack for prospective employees.

3.3 Disability

3.3.1 We are committed to working for the equality of people with and without disabilities. We demonstrate this commitment to all our learners and staff to meet their individual needs by:

3.3.2 taking steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students. These include the use of specialist equipment and planning academic/pastoral interventions to support disabled students;

- 3.3.3 involving students, their families and staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf. For example frequent parent consultations regarding Student Passports and SEND Support Plans;
- 3.3.4 developing a curriculum that supports all students to understand, respect and value difference and diversity. In PSD/World Studies students learn explicitly about valuing diversity;
- 3.3.5 enabling all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience;
- 3.3.6 ensuring that the curriculum has positive images of disabled people;
- 3.3.7 holding termly Student Progress Reviews to evaluate and assess student progress and attainment and use the evaluation to inform decisions about individual children and groups. In addition, class teachers and senior leaders have student progress targets set in their performance management; and
- 3.3.8 ensuring that there are efficient interventions to support students with additional needs to ASD. We break down our assessment of them so that we can see and celebrate even the smallest achievement that some students make, expecting to see others make more depending on the individual needs of every child in this group.

3.4 Ethnicity and race

We are committed to working for the equality of all ethnic groups. We demonstrate this by:

- 3.4.1 monitoring the attainment and progress of all our students by ethnicity;
- 3.4.2 setting targets to improve the attainment and progression rates of particular groups of students;
- 3.4.3 identifying and addressing barriers to the participation of particular groups in learning and other activities by analysing needs and targeting interventions;
- 3.4.4 involving parents, carers and families in initiative and interventions to improve outcomes for particular groups;
- 3.4.5 promoting links with groups, organisations and projects in the

local community;

- 3.5 developing a curriculum that supports all students to understand, respect and value difference and diversity;
- 3.6 ensuring that the curriculum challenges racism and stereotypes;
- 3.7 comparing ourselves to other schools locally and nationally, expecting that our children will do as well as if not better than other children; and
- 3.8 working closely with parents, providing interpreters when necessary.
- 3.9 Gender

We are committed to working for the equality of all students. We demonstrate this by:

- 3.9.1 monitoring the attainment and progress of all our students by gender;
- 3.9.2 recognising difference and taking affirmative action when appropriate;
- 3.9.3 ensuring inclusivity for students who identify as transgender;
- 3.9.4 setting targets to improve the attainment and rates of progress of particular groups of boys and girls;
- 3.9.5 identifying and addressing barriers to the participation of boys and girls in activities;
- 3.9.6 encouraging both male and female parents and carers to be involved in the work of the school and contribute to their children's learning and progress;
- 3.9.7 ensuring we respond to any sexist bullying or sexual harassment in line with the school policies;
- 3.9.8 developing our students understanding of the experiences of different genders in society and challenging sexist and negative stereotypes; and
- 3.9.9 ensuring the inclusion of positive, non-stereotypical images of different genders across the curriculum.

3.10 Religion and Belief

3.10.1 The Courtyard takes every opportunity to promote the spiritual, moral, social and cultural development of all students and strategically plans events.

3.10.2 The school's curriculum, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

3.10.3 The school seriously deals with all bullying or harassment on the basis of faith and belief and tackles prejudices around racism and xenophobia, including those that are directed towards religious groups and communities. Logs are maintained of all such incidents.

Part 4: Consultation and engagement

4.1 Our actions to advance equality include:

4.1.1 gathering feedback from the parent and student questionnaires, parents evening;

4.1.2 fortnightly newsletter is an efficient form of communication;

4.1.3 our regularly updated website and social media profile;

4.1.4 input from staff surveys or through staff meetings / INSET;

4.1.5 feedback from the school council, PSHE/Citizenship Education lessons, Keyworker time, whole school surveys on student's attitudes to learning and student voice meetings;

4.1.6 issues raised in annual reviews or reviews of progress on Individual Education Plans/ Student Passport/SEND Support Plan mentoring and support;

4.1.7 feedback at governing body meeting; and

4.1.8 our School Development Plans.

Part 5: Our main equality challenges and objectives

5.1 The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives at least every four years. We aim to address areas where we need to take action to improve equality and tackle disadvantages. The objectives will be reviewed annually as part of the ongoing school evaluation and development planning.

Equality objective 1: Ensure students of all gender are able to access learning

Over the course of this academic year (2024-2025):

- We will continue to identify additional SEMH barriers in our female students.
- We will implement interventions of CAMHS, Art Therapy, Speech and Language Therapy and pastoral support in particular for female students struggling with SEMH who may be experiencing this as a barrier to learning.
- We will develop teaching and support staff skills to support those who present with EBSA, which is particularly prominent in our female students.
- We will design our teaching and learning practices so that all students feel comfortable in their learning environments.
- We will evaluate our high-quality teaching practices, focusing on inclusivity and removing all barriers to learning.

Equality objective 2: Disability

Our students, primarily hold formal diagnosis or display traits of Autism Spectrum Condition. However, we have identified students who exhibit additional SEND.

Over the course of this academic year (2024-2025):

- We will continue to assess our students using the Graduated Approach for early support and intervention.
- We will develop teaching and support staff skills to support those who present with additional SEND.
- We will design our teaching and learning practices so that all students achieve their educational outcomes regardless of their SEND.
- We will evaluate our high-quality teaching practices, focusing on inclusivity and removing all barriers to learning.

EEDI Lead Teacher Responsibilities:

- Organize and oversee a number of events or trips annually to celebrate important awareness days and promote inclusivity within the school community.
- Deliver 1 CPD training sessions per year to build staff capacity and understanding of Equity, Equality, Diversity, and Inclusion principles and practices.
- Attend the Equality, Diversity, and Inclusion Link Governor meetings to provide updates, share progress, and collaborate on new ideas and initiatives.
- Collect and analyse staff and student surveys annually to gather feedback and insights on the school's progress in promoting Equity, Equality, Diversity, and Inclusion.

EEDI Link Governor Responsibilities:

- Monitor plans and policies related to Equity, Equality, Diversity and Inclusion and validate that these are being well implemented.
- Collaborate with the Equity, Equality, Diversity and Inclusion Lead Teacher to gain insights on how Equity, Equality, Diversity and Inclusion is embedded into The Courtyard School's ethos, vision, mission, teaching and learning. This will support the Full Governing Board hold staff to account, drive continuous improvement and assure that everyone is represented and celebrated.
- Challenge the Equity, Equality, Diversity and Inclusion Lead Teacher to verify the objectives specified in The Courtyard School's Equality Information and Objectives Statement are successfully accomplished.
- Possess a solid understanding of the legal responsibilities under the Equalities Act 2010 and the Public Sector Equality Duty to confirm The Courtyard School and its Full Governing Board are legally compliant and inclusive.