Haywood Grove School
Proud to be Special - Proud to be Different

Haywood Grove School Statement on the Public-Sector Duty

Haywood Grove School is committed to equality both as an employer and as a service provider. As such, this statement applies to all children, staff, parents and carers and other members of the wider school community. The information provided aims to show that we give very careful consideration to equality issues in everything that we do and comply with the Public-Sector Equality Duty. This means that we aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, their marital or civil partnership status, being pregnant or having recently had a baby. These are known as 'protected characteristics' and are referenced in the three main elements of the public-Sector Equality Duty.

This document draws on information from a wide range of sources that are available for public view on the school website or to the school community from the school office on request.

At Haywood Grove, we recognise our requirement to publish information to demonstrate how we are complying with the Public-Sector Equality Duty (which was introduced by the Equality Act 2010) and welcome the opportunity to do so. We aim to provide a school environment that is physically and emotionally safe, secure and stimulating.

The Public-Sector Equality Duty (PSED) has **three main elements:**

- **Eliminating discrimination** and other conduct prohibited by the Equality Act
- **Advancing equality** of opportunity between people who share a **protected characteristic** and people who do not share it
- **Fostering good relations** across all characteristics – between people who do share a protected characteristic and people who do not

At Haywood Grove, our entire school ethos and climate underpins our dedication to ensuring we meet the very individual needs of each child, all of whom share one or more of the protected characteristics. We recognise that all our children need extra support to help them achieve and be successful but are mindful that people have different needs and so treating people equally does not always involve treating them exactly the same. What we offer for each child is dependent on the individual and what they need at any given time. At all times however, we aim to be fully inclusive and try our very best to treat everyone fairly, without judgement or comparison and with an unconditional positive regard. **We believe that within this ethos, where we start with the child, we will eliminate discrimination, advance equality and foster good relations across the school and wider community.**

Staff

At Haywood Grove at any given time, the staff team are likely to share one or more of the protected characteristics. The leadership team is committed to ensuring that we develop everyone's performance, fostering good relations, eliminating discrimination and advancing equality by on-going motivational dialogue, support, training and appropriate challenge. We recognise the complexity of the challenge to work within our setting and work hard to identify all staff's particular strengths and talents and wherever possible build leadership opportunities and roles based around these.

Within this context all staff are expected to have a desire to demonstrate brilliant team performance and as a result, have suitably high expectations of one another in relation to conduct and professionalism. All staff are encouraged to view themselves as life-long learners who are constantly looking for ways to improve and who are committed to developing expertise so that they become increasingly sensitive and perceptive in response to the changing social and emotional needs of the children and show exceptional adaptability in responding to these rapidly changing needs. We place a high level of focus on staff well-being and encourage them to look after themselves in order that they can be as effective as they can be within their work with our children.

Wider community

At Haywood Grove, we have a strong desire to share the work that we do and to change perceptions of our children and our type of provision for the better in the wider community. We act at all times as advocates for our children and their families, knowing that they may be subject to discrimination and inequality within their communities. As such we have a commitment to welcoming visitors, to building and sustaining community partnerships (including charitable organisations and other schools) and to be an important part of the wider community. We work hard pro-actively to foster effective collaborative inter-agency working through our daily work according to individual and family need and circumstance.

We encourage parents and carers to work in close partnership with us from the first time that we meet. To accelerate and enhance this partnership working we encourage engagement with Haywood Grove Friends (Parent-Teacher Association) and employ a Parental Engagement Officer to support this aim. The Engagement Officer is available to support children and families on a range of issues (such as housing, education, benefits, facilities and services and will sign-post families accordingly.

At all times, we want our children, families and members of the wider community to experience Haywood Grove as a place where they there is dedication, patience, tolerance, humour and consistent smiles and warmth from familiar, respected and trusted professionals.

Relevant Policies and Guidelines

At Haywood Grove, we use and publish a wide range of policies and guideline documents that are purposely written to communicate our aims to their respective audiences in a transparent and open way. The content of these documents is illustrative of the way in which we aim to be fair and respectful and foster the well-being of all members of our immediate and extended community, eliminating discrimination, enhancing equality and fostering good relations.

Policies and documentation particularly pertinent to members of staff:

- Grievance Policy
- Harassment and Bullying Policy
- Health and Attendance Policy
- Leave of Absence Policy
- Flexible Working Policy
- Pay and Appraisal Policy
- Induction Policy
- Probationary Policy
- Capability Procedure
- Disciplinary Procedure
- Well-being Statement
- Managing Allegations against Staff Statement
- Code of Conduct
- Continuing Professional Development Policy
- Stress Guidance
- Safer Recruitment Policy
- Whistle-blowing Policy
- Social Media Policy

- Health and Safety Policy

Policies and documentation particularly pertinent to children and families:

- Behaviour and Relationships Policy
- SEN Policy
- Restraint and Restrictive Physical Intervention Policy
- Touch Policy
- SEN Information Report
- Anti-bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Children Looked After Policy
- Parent Code of Conduct
- Charging and Remissions Policy
- Supporting Pupils with Medical Needs Policy
- Complaints Policy

Policies and documentation relating to the school curriculum:

- British Values Policy
- After School Clubs Policy
- Learning Outside the Classroom Policy
- Curriculum subject policies

Policies and documentation particularly pertinent to the wider community:

- Work Experience Policy
- Visitors and Volunteers Policy

Other relevant documentation:

- Business Continuity Plan
- Accessibility Plan
- School Development and Improvement Plan
- School Self Evaluation documentation

We are proud of our commitment to all our children and families and of our over-riding aim to meet the diverse and unique needs of all our children. We believe that our ethos and approaches support our aim to eliminate discrimination, advance equality and foster good relations.

Teaching Approaches

At Haywood Grove, we aim to shape all our children's lives by developing and accelerating their academic, social and emotional behaviours and skills so that they make as much progress as possible from their individual starting points. We want them to experience the joy of learning, to love coming to school and to be able to express their talents. We want them to develop resilience and independence so that they can be confident that they can achieve and respond to any challenge that life throws at them.

Social and Emotional Learning

In order to teach these skills, we create the conditions of trust where children feel secure enough to attempt to learn. We establish an atmosphere in which children feel that we care for them, enjoy being with them and respect them by taking their feelings, interests and ideas into account. All adults are expected to be warm, constructive and professional and demonstrate an unconditional regard for all our children.

We encourage and support children's expression of feelings and accept the child's right to feel anger and sadness as well as positive feelings. We help them to come to terms with these feelings and encourage children to talk with each other.

We see behaviour management as relationship management and value and preserve relationships, never ceasing to support all children, whatever their need.

We are authoritative rather than authoritarian in our stance and do things with the children rather than to them or for them. We manage our own emotions and have control without being controlling. Wherever possible, we take a non-confrontational approach to discipline, use positive, solution-focused language and ignore minor disruption, knowing when to and when not to intervene so as to avoid escalation. We support children in difficult situations when they can't cope on their own and make every attempt to understand behaviour by co-operating with and listening to children to try to understand their reasoning. We make natural, logical, reasonable and proportionate responses to unregulated behaviour and view these situations as opportunities to teach the children different ways to cope and to repair, build and sustain relationships.

Academic Learning

At Haywood Grove, we work first on assessing children's needs and on taking the time to nurture the unique talents of every child setting high expectations, establishing what they already know and building on individual responses to transform talents into strengths.

We build in opportunities for children to experience success and we know how to ease off when frustration begins to peak. We build in as much activity as possible and mix high and low interest tasks. We believe that intelligence is multi-faceted and that people learn in different ways so we modify our teaching styles and resources to match children's learning styles. We allow children to make mistakes without undue criticism and we give them time to be successful. We value all attempts and contributions. We involve the children in designing their own learning and encourage children to try new experiences so the risk of failure is not experienced as a threat.

We structure and pace learning opportunities to make them challenging and enjoyable and match activities closely to personalised and targeted next steps in learning.

Curriculum

At Haywood Grove, we are proud of the curriculum that we offer. Whilst it incorporates all statutory elements of the National Curriculum and Early Years Foundation Stage it also integrates many other features that are specific to the social, emotional and mental health needs of our unique and unconventional children.

These elements include:

- Aspects of the Just Right State Program
- Protective Behaviours
- Lego Therapy
- Socially Speaking and Time to Talk Programs
- AQA Unit Awards
- Play Therapy
- Safe and Sound Protocol
- Yoga
- Mindfulness
- NICAS Climbing Award
- Forest School
- After School Clubs/holiday mentoring
- Garden Curriculum
- Fishing
- Trampolining/Rebound Therapy
- Equine Therapy

- Story Stem Assessments
- Outdoor Education and regular opportunities to use local and wider community facilities for real-life experiences

Our curriculum is designed purposely to be dynamic and flexible so that we are able to ensure maximum participation, regardless of the complexity of need of each individual child. Whilst many children function well in a classroom context some require further adaptation and our curriculum organisation, delivery and resourcing allows for these bespoke opportunities that promote motivation, experimentation, equality and access. We are often able to anticipate the needs of incoming children and will develop induction programs that allow us to explore what works best for them and then make any necessary changes that allow the child to thrive and achieve.

Community Voice, Engagement, Consultation to foster good relations

At Haywood Grove, promoting good relations between all people and groups of all kinds within our community is inherent in many things that we do as a matter of course. it is important to us that we provide opportunities for all members of our community to have their say and be actively involved. We implement an 'open door' policy which means that teachers, senior leaders and other colleagues are easily accessible to all children and parents/carers for much of the time. For parents/carers this can be via telephone, e-mail or face-to-face by appointment.

Important information is shared with parents/carers via newsletters (whole school and Haywood Grove Friends), letter, the school website, Arbor mailing facility and via the home/school electronic link book or telephone calls. Annual or more frequent surveys of children's, parent/carers' and staff's views are undertaken and responded to accordingly. Termly consultation meetings, Annual Review meetings and informal tea-parties provide other forums for discussion and consultation and our trained Parent Listener and Parent Engagement Officer provide further occasions for parents/carers to share their views.

We are keen to involve our parents/carers in their children's learning and so, as the need arises, we offer opportunities for families to learn together (such as e-Safety initiatives). We also offer information sessions and training for parents on a termly basis.

School Building and Grounds

At Haywood Grove, we constantly strive to ensure that the school building and its grounds are well maintained so that we are able to continue to meet the needs of all our children. This means that on an annual basis we modify, adapt, extend and improve the environment so that it is suitable for the current year's cohort of children.

Assessment and data analysis

At Haywood Grove, we assess our children's learning, social and emotional development and monitor and analyse the data on an individual and cohort basis due to our small numbers being statistically insignificant. On an individual basis, where progress is slow or halted we take prompt action to address the identified issue. If concerns arise with particular cohorts, these are addressed stringently by the senior leadership team. Our cohort analysis includes (but is not restricted to) those with protected characteristics:

- Gender
- Ethnicity
- Disability (e.g ADHD, ASD)

Monitoring of Equality Issues

At Haywood Grove, we are committed to working for the equality of all groups and as such, deal promptly and effectively with all incidents and complaints of bullying and harassment 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.

This statement was written in September 2022.
This statement will be reviewed in September 2023