

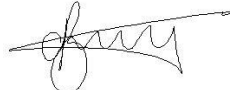

Equality Policy



**THE LADDER
SCHOOL**

Redefining alternative provision



Date of Creation (first edition)	September 2018
Date for Review	February 2021
Date posted on website	June 2020
Policy updates and amendments	May 2020
Member of staff responsible for the policy	Pippa Bennett
Date adopted by the Local Governing Body	June 2020
Signed by Principal	
Signed by Chair of Governing Body	



Version Control

Version	Author	Date	Changes Made
1.0	CB	Sept 2018	First Edition
1.1	RW	May 2020	Changes to present tense

Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

School Ethos



High Standards



Daring to Dream



Traditional Values



Success



Personalised Support

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.



Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

Statement of Purpose

“Equality is not regarding different things similarly, equality is regarding different things differently.” Tom Robbins

The Ladder School aim is to embed equality into every aspect of everything we do.

Our objectives for 2018/2019 are:

- Embed the requirement process for The Ladder School to ensure that there is fair access to The Ladder School for students across Walsall. Promote the accurate process of recruitment with commissioners.
- Embed fair practices to all that we do at The Ladder School, particularly into policies and procedures. This is particularly relevant when setting up the temporary accommodation.

As a school we are committed to ensure that equality of opportunity is at the very heart of everything we do to ensure we provide fair and non-prejudicial access to the school community as a whole. Staff, governors and students are united in ensuring the rich and diverse society we live in is celebrated at The Ladder School. We uphold everyone’s freedom of choice and rights to be different. Our core values are to ensure that everyone succeeds whether that is academically or socially.

We offer a broad and balanced curriculum, ensuring it is up to date and relevant to our learners. We adapt the curriculum where possible to meet the needs of the students. All students have access to the whole of our curriculum and all aspects of extra curricula activity. We endeavour to provide the appropriate amount of support to aid the individual needs of the students in every aspect of their school life. This can be delivered and offered in a variety of ways.



The Ladder School provides training opportunities for students, staff and stakeholders to raise awareness of the collective rights and responsibilities everyone has for meeting the needs of this policy and ensure we comply in relation to the Equality Act 2010.

This policy has been designed to ensure that the school fulfils its legal and moral obligations and meets the requirements and expectations of the Equality Act 2010.

Our duties as a school are to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
4. To take swift action in the instance that an element of the policy is compromised.

To do this we:

- Personalise student's timetables to reflect individual circumstances. This can happen in a variety of ways, with the key focus to ensure that any student can still achieve their target grades/levels.
- Ensure reasonable adjustments are made to ensure students can overcome barriers to learning.
- Have additional meetings to ensure students are supported.
- Require that a range of activities are provided for staff and students and stakeholders ranging from continued professional development opportunities to information evenings. These are often bespoke to meet the needs of their intended audiences.
- Use an Accessibility Plan which is in place to support all students, staff and stakeholders, this is regularly reviewed and affirmative action is taken swiftly to ensure we meet the needs of all.
- Deliver a programme of skills session activities is in place that covers a range of social, moral and spiritual issues. These activities culminate in assemblies or extra curricula activities.
- Support school charities and fund raising events.
- Hold regular assemblies which encompass a range of the themes that explore beliefs, British values, and challenge racism, sexism, and homophobia to name but a few.
- Participate in national awareness days and events in a variety of ways.
- Ensure all students have access to spiritual education depending upon their age group within school.
- Organise international travel and expedition visits. This also includes educational visits in the UK to a variety of places.
- Operate a vertical teaching groups so students mix with a wide range of other people regardless of their year group.



- Use our Learning Coaches to work with external agency, tirelessly to ensure that all students are able to access the curriculum regardless of any barriers that may exist.
- Employ a Head of Personalised Support who has the responsibility to co-ordinate the transition of new students to The Ladder School.
- Staff training on the requirements and obligations of the Equalities Act 2010 takes place annually.
- Employ a Head of Personalised Support to oversee Careers, Information Advice and Guidance that actively challenges stereotypes regarding careers and aspirations and in turn work with our partners through the Ladder Campaign to raise employability aspirations.

Monitoring and Evaluating the Effectiveness of the Policy

The Senior Leadership Team has the responsibility of upholding the values described throughout this policy. The policy will be reviewed annually and presented to the governing body for approval.

As part of the monitoring and evaluation process the Senior Leadership Team will review data and evidence provided in the form of:

- Any personal indicating characteristics which may include race, age, disability, religion or sexual orientation (when this data is available and disclosed).
- Attainment/progress data.
- Access to the curriculum.
- Exclusions.
- Exclusions from areas of the curriculum, including trips and extra-curricular activities.
- Sanctions and rewards.
- Staff recruitment, retention and career development.
- Analysis of racist and homophobic incidents.
- Ofsted reports on educational provision and standards.
- Consultation with parents, students, governors and external agencies.
- Funding.
- Staff and student surveys.

This will support our planning and help identify priorities for the future to ensure our commitment to equality of opportunities. The Ladder School is aware that equality of opportunity is a constant changing and evolving entity and we strive to keep up to date with current practice and share information freely and openly.

Recent initiatives and ongoing practice include:

- Appointment of a new staff team to uphold these values.
- Professional development opportunities for staff to visit other schools to share good practice.
- Student/parent voice activities to build an understanding of student's perceptions at school.
- Attendance interventions for vulnerable students.



- Bespoke support plans for students who struggle to access school through medical difficulties.
- Develop bespoke CPD for all staff.
- Development of a Safeguarding Team within school.
- Head of Personalised Support to implement the use of exam reader pens and rolling this out to support students in exams.
- Provide training in access arrangements for student in examinations.
- SENCo to support the newly appointed Director of Social Mobility for the development of SEND/PP.
- Develop partnerships to develop our curriculum within the community.
- Share best practice across the Mercian Trust.
- Encourage others to visit The Ladder School, to demonstrate what inclusive, good quality alternative provision looks like.

