

# EQUALITY POLICY

## Policy Statement

All pupils at Papillon House School are entitled to learning experiences which will enable them to achieve their potential and which will enrich their lives.

- The management of the school have high expectations of staff and pupils and are committed to providing a high quality learning environment.
- We place a high value on diversity in the school and treat every member of the school as an individual. In this respect we aim to meet the needs of all by taking into account differences in gender, ethnicity, cultural, social and religious backgrounds, as well as ability, needs and learning styles.
- The ethos of the school supports the development of self-respect and self-esteem in all pupils and staff.

## Aim

The policy is fully integrated into all aspects of school life.

- The school promotes positive approaches to difference, fostering respect for all people. Language or behaviour which is racist, sexist, or potentially damaging to any pupil or minority group will not be tolerated.
- Induction and training addresses equal opportunities issues raised by the differing needs of a culturally and ethnically diverse school population.
- Specific needs determined by a pupil's culture will be sought on admission and then met through appropriate measures.

## Delivery

Pupils at Papillon House School have significant learning needs alongside their autism. Our Multi-disciplinary team which includes Teachers, Speech and Language Therapists, Occupational Therapists, and Special Needs Assistants identify key ways for pupils to develop and promote self-esteem, self-confidence and self-knowledge to help pupils with autism and learning difficulties to communicate more effectively but most importantly give the pupils the chance to develop as individuals. An individual's opportunity to develop means a pupil's voice is key to their development of interests and is supported through different methods. Examples of these can be through: social stories, social communication boards, scheduling, use of MAKATON and role modelling. The subject of Personal, Social and Emotional Development focuses on this area effectively and modules in ASDAN at Post 16 onwards can help identify key skills. In an ever changing world, pupil's vulnerability can become more and more at risk. Therefore at Papillon House School we need to establish a learning environment that is free from bias and impartiality, particularly in the areas of: politics, religion and culture. With a pupil and staff population that is diverse opportunities are made for all to be inclusive and fairly understood. Pupils who are supported by key staff are treated fairly with reference to the staff members own political views. Pupils understanding of politics are mainly at an underdeveloped stage. Therefore key staff need to role model in a way that demonstrates impartiality to the young person taking in to consideration the parents' wishes within the boundaries of school policy, legislation and the national curriculum. The school continues to focus on consistency in teaching, allowing pupils to know about right and wrong, freedom of their own speech and the respect of others.

Cultural values are supported in a way that is governed by legislation as well as an individual's cultural needs. Teaching is run by multicultural opportunities for learning and Papillon House School. Similarly to political views employees must remain balanced and fair in their own view of different cultures, embracing and accepting cultural differences. Obviously the multi-cultural society of Great Britain will be the most deeply established in the pupil's ideology. Religion and the teaching of religious education are treated in a way that is fair and free from religious bias. In a society that has widely ranging religious beliefs, Papillon House School needs to remain open to the religious needs of others. Therefore pupils need to be offered a balanced timetable and curriculum that looks at a range of religious beliefs and does not force one type religious belief on the pupils group. Being a nondenominational school we are able to embrace all types of religion and adhere to individual needs. Opportunities for celebration and worship are given in line with parents' wishes and an individual's desire. Extremist views that work outside of this policy will not be tolerated in line with teaching standards.

*This policy should be read in conjunction with all other relevant policies and documentation.*

- British Values and 'Prevent Duty'

This policy was written by Alicia Rickman Head Teacher