

MAPLE MEDICAL PRU

Equal Opportunities Policy

Introduction

Equality of opportunity at Maple Medical PRU is based on the following core values:

The ethos of Maple supports the development of self-respect and self esteem in all pupils, staff and the community it serves.

We place a high value on diversity and treat every member of the Maple community as an individual. In this respect, we aim to meet the needs of all, taking account of differences of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society.

Maple Medical PRU is opposed to all forms of prejudice and discrimination.

We are committed to giving our pupils (and babies) every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in Maple

Current profile of the school

Maple Medical PRU caters for pupils with medical needs. There are four distinct services within the PRU. JASP caters for secondary age pupils with chronic and enduring mental health disorders, the Young Parents Centre caters for school age mothers to be, school age mothers and their babies Mulberry for KS3 higher functioning children with an ASD diagnosis (or are on the pathway) and the Hospital School caters for medically unwell children who are in hospital, Link or on Home Tuition. As of February 2020 the percentage of pupils currently on roll who have a statement or an EHCP (Education Health Care Plan) is 51%. The percentage of pupils who are minority ethnic or for whom English is an additional language is 6%.. The percentage of pupils who are looked after is 4%. The percentage of pupils who are on the child protection register or are a child in need is 4%. The percentage of pupils deemed as disadvantaged (Pupil Premium) is 53%. The geographical area of the Centre is predominantly white/ British.

Attainment and progress

Our aim is to ensure all pupils achieve standards of the highest levels. Pupils' achievement is monitored by formal and informal procedures. Maple will ensure, where possible, that assessment is free of gender, cultural and social bias.

Progress reports to parents or carers are accessible and appropriate, in order to ensure all parents/ carers have the opportunity to participate in the dialogue.

All forms of achievement are recognised and valued.

Attitudes, behaviour, personal development and attendance

Maple promotes positive approaches to difference, fostering respect for

people and property. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group will not be tolerated.

There is high expectation of all pupils with regard to behaviour and attendance.

All forms of harassment, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies.

Maple works in partnership with parents or carers and the community to tackle any specific incidents and to develop positive attitudes to difference.

Pupils are encouraged to become independent and to take responsibility for their own behaviour.

Maple and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up on the same day by appropriate personnel who work with parents/carers to improve attendance.

Teaching

Teaching is responsive to pupils' different learning styles in order to engage all pupils. Pupils are encouraged to participate fully regardless of disabilities or medical needs.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Pupil grouping in the classroom is planned and varied.

Pupils have challenging targets that enable them to succeed

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all areas.

Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.

The curriculum builds on pupils' starting points and is differentiated appropriately for:

- pupils with English as an additional language
- pupils from minority ethnic & faith groups
- pupils with Special Education Needs including gifted & talented
- males and females (babies)
- pupils at risk of disaffection and/or exclusion
- pupils who are looked after.
- Young carers

The PRU is very small and if there are any of the above groups it is likely to be just one or two pupils. The percentage of pupils who are in the above groups (with the exception of SEN) is very small. However, the majority of our pupils are at risk of disaffection.

The content of the curriculum reflects and values cultural diversity.
The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes.
All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
Formal & informal events are designed to include the whole school community.

Disapplication and modification

Maple makes every effort to meet the learning needs of all pupils. The National Curriculum is disapplied for the PRU pupils in order to meet their individual needs such as preparing for parenting, ante-natal sessions, hospital visits, physiotherapy, occupational therapy, art therapy and appointments with consultants, CAMHS workers and other professionals.
Teachers work closely with outside agencies and external specialists to support the individual pupil.

Outside agencies include;
Health
Education Psychology
Social Services
CAMHS
Mainstream schools
PATs team
The HUB
St Johns Ambulance service
Doncaster Pride
Family Nurse Practitioners

External Specialists include;
Midwife
Health Visitor
Educational Psychologist
Ascets team
Consultants
CAMHS workers
Occupational therapists

Leadership and Management

All school policies reflect a commitment to equal opportunities.
The leadership of the school and the Management Committee set a clear ethos which reflects the school's commitment to all its pupils and staff.
Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and wider community.
All staff members and where appropriate pupils are consulted in the decision making process.

Staffing

All staff, including non-teaching and part time staff are given status and support.

Staff training and handbooks include equal opportunities issues.

All members of staff have access to training which will enable professional development.

Recruitment and selection procedures are fair and equal and the management committee have access to training on safer recruitment which promotes these procedures

The skills of all staff members are recognised and valued.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

There is a named member of staff, Kath Formby, responsible for equal opportunities in the School.

Partnership with parents/carers and the community

All parents/carers are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored and parents/carers who are unable to come into Maple are contacted to ensure equality of communication.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

Monitoring and review

All members of staff and the Management Committee have the responsibility of implementing this policy.

Head teacher signature

Management Committee signature

Date of Policy March 2020

Date of Review March 2022