



# **Equal Opportunities Statement**

## **December 2024**

<b>Contents:</b>	<b>Page no:</b>
Important contacts	3
Our school, culture, ethos and values	4
1. Aims	5
2. Legislation and Guidance	5
3. Roles and Responsibilities	5
4. Eliminating Discrimination	6
5. Advancing Equality of Opportunity	6
6. Fostering good relations	7
7. Equality Considerations in Decision Making	7
8. Equality Objectives	8
9. Basic principles	8
10. Complaints	10
11. Monitoring arrangements	10
12. Links to other policies	10

## Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Sean Di Sora	<a href="mailto:Sean.disora@lintonschool.co.uk">Sean.disora@lintonschool.co.uk</a> 01772 957062 07840 803896
Deputy DSL	Steph White	<a href="mailto:Steph.white@lintonschool.co.uk">Steph.white@lintonschool.co.uk</a> 01772 957062 07961 699720
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Regional Lead	Declan Tuer	<a href="mailto:Declan.tuer@caretech-uk.com">Declan.tuer@caretech-uk.com</a> 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	<a href="mailto:Tim.booth@lancashire.gov.uk">Tim.booth@lancashire.gov.uk</a> 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	<a href="mailto:Amanda.quirke@blackpool.gov.uk">Amanda.quirke@blackpool.gov.uk</a> 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264

## **Our School**

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

### **Culture and Ethos**

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

### **The Vision**

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future. The vision drives everything we do and will be achieved through:

Outdoor enrichment activities to promote life skills through play, nurture and teamwork.

- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

**More information about the school can be found in the school Prospectus.**

# Linton School Equal Opportunities Statement

## 1. Aims

Linton School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The Equality Act 2010 replaces all the existing equality law including:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work and when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

## 3. Roles and responsibilities

The Regional Lead will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, carers and parents, and that they are reviewed and updated at least once every two years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Regional Lead

All school staff are expected to have access to, understand and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and the Regional Lead are regularly reminded of their responsibilities under the Equality Act, for example during training and meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff (Head Teacher) for monitoring equality issues

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. Examples of permitted discrimination are:

1. The school may arrange pupils in classes based on age.
2. The school may take positive action to deal with particular disadvantages affecting pupils of one racial group if this is a proportionate means of dealing with the issue.

The Nine Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

We will also not accept any of the following:

- Direct or Indirect Discrimination;
- Harassment; and
- Victimisation.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times if requested)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- Pupils and staff to feel safe and supported to have open discussions during certain PSHE lessons

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing to the Regional Lead
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) – Behaviour Watch
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum (British Values). This includes teaching in RE, citizenship and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies/collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. Lessons will also be delivered through British Values
- The student council
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality Objectives

- To promote the awareness between children, staff and parents of the protected characteristics as set out in the Equality Act. – through an engaging PSHE curriculum and alongside our school aims and ethos.
- To foster good relations between people who share a protected characteristic and those who do not – all staff to promote healthy friendships and record incidents of prejudice-related bullying.
- To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate, build/continue to develop an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within Linton School and the wider community.
- To raise the achievement of BAME pupils – Work collaboratively with our network learning community of schools, adhering to the Cambian guidance to promote achievement.
- The Head Teacher will update the equality information we publish, annually
- This document will be reviewed at least every 2 years

## 9. Basic principles

1. Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.
2. A good education for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.
3. Equal Opportunities practices should be evident in
  - the formal curriculum (the programme of lessons);
  - the informal curriculum (extra-curricular activities); and
  - the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
4. All members of the school should be aware of our equal opportunities policies. This includes pupils, teaching staff, education support staff, Proprietor / Proprietor Representative and parents.
5. Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

## Religion

- We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.
- With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion.



## Culture, class and race

- We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life.
- We understand the need to be different without being excluded.
- We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - Sikhs' turbans, muslim girls' headscarves etc.
- We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school: all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous. We try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.
- We make use of the Multicultural Centre for advice and teaching support.
- We will not tolerate racist behaviour in any form.
- We actively seek the involvement of our pupils' parents and inform them of our commitment to developing mutual respect.

## Gender

- As a school, we accept that there are gender inequalities in our society which impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.
- We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media. We try to ensure that our resources include non-sexist books which value the achievements of women as well as men.
- We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex e.g. rugby, netball, cooking, woodwork etc.

## Sexuality

- As a school, we make no assumptions about the sexuality of any of our members.

- In our curriculum sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small but significant number of our pupils will develop a homosexual or bisexual orientation. Discussion of homosexuality is therefore included (albeit briefly) in the sex education programme for our third and fourth year pupils. In addition, pupils' questions are answered, as they arise, as honestly, factually and non-judgementally as possible.
- Derogatory name-calling (of any sort) is unacceptable.

## **10. Complaints**

Employees and individuals for whom we care who suffer incidents of discrimination have the right to make complaints.

Further information about Complaints can be found in the Complaints Policy on the schools' website.

## **11. Monitoring arrangements**

This policy will be reviewed by the Sean Di Sora, Head Teacher annually.

At every review, the policy will be approved by the Head Teacher and Regional Lead.

This policy is due for renewal in **December 2025**.

## **12. Links to other policies**

This policy is linked to the:

- Safeguarding
- Anti-bullying policy
- PSHE policy
- Complaints policy