

Objective 1: Meeting Educational Needs of All Students

In order that the school identifies and meets the individual needs of the students, we have an established graduated response that is underpinned by the SEND Code of Practice (2014).

A Graduated Approach – Wave 1

At wave one, subject teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, adapted for individual students, is the first step in responding to students who may have emerging additional needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Teachers will apply an ‘Assess – Plan – Do – Review’ cycle in developing the most effective strategies for individual students’ learning. Teachers will work with students and parents in order to share in target setting and decisions about support. Teachers may need to work with form tutors and Progress Leaders to maximise the support for students at wave 1. Student with an identified need receiving wave 1 support may have exam access arrangements, such as additional time, rest breaks or adapted exam papers.

Students who continue to have barriers to their learning despite wave 1 support, will have their progress reviewed by the Progress Leader, Senior Leaders and the SENDCo and next steps for support will be considered and communicated with parents/carers. It may be appropriate to conduct screening tests (see appendix for assessment procedure), such as a dyslexia risk assessment, or student focused observations to help support a decision to move a student to wave 2 of the graduated response. External specialist assessments may be required in order to confirm underlying specific needs such as dyslexia or autistic spectrum conditions. Any such investigations into possible learning barriers will be carried out in agreement with the student and parents/carers.

The subject teacher would still be responsible and accountable for the progress and learning development of the student in the classroom and any new strategies developed need to be monitored through the Assess - Plan – Do – Review cycle and communicated clearly with parents and the SEND Team.

A Graduated Approach – Wave 2

At wave two, students who are not making adequate progress need additional intervention and support. A ‘student support plan’ will be developed with the student and their family being central to this process. The support plan will detail the relevant areas of need and will identify the desired outcomes for the student in the short, medium and long term. A student receiving wave 2 support will be added to the SEND register and will therefore be accessing special educational provision*. The SENDCo or another member of the SEND Team may need to work with the teacher and student, in or outside of the classroom, to establish effective learning strategies. Some curriculum adaptations may be appropriate. The provision for each student at wave 2 will be reviewed at least termly alongside the student and their parents/carers.

*What is Special Educational Provision?

Special educational provision under Section 21 of the Children and Families Act 2014 is described as “educational provision that is additional to or different from that made generally for other children or

young people of the same age.” Examples of special educational provision in our school setting might be additional in class support, small group or 1:1 interventions and curriculum pathway adaptations. In addition, external agencies may work regularly with the student.

A Graduated Approach – Wave 3

Some students may have higher levels of need that require further special educational provision than that already provided at wave 2. At this stage it may be appropriate to introduce further interventions and work with the student and parents/carers alongside specialist external agencies who can offer advice around support and appropriate next steps and access to any relevant assessments.

Examples of the agencies the school works closely with can be found in the SEN ‘school offer’ on our website need to add an updated link the offer – www.crossleyheath.org.uk

Students at wave 3 of the graduated response will have an Education and Health Care Plan, or, will have a request for one.

Objective 2: Fair and Inclusive Recruitment Practices

The school’s Safer Recruitment and Selection and Policy is reviewed on an annual basis and this outlines the school’s commitment to equality and diversity. The Board of Trustees is committed to providing equality of opportunity at all stages of the recruitment and selection process and ensuring that candidates are treated fairly and lawfully throughout the process. Shortlisting, interviewing and selection will always be carried out without regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, political affiliation or trade union membership.

The school encourages applications from individuals with a disability who are able to carry out the duties of the post. If an applicant has special needs in relation to their application, they should contact the Chief Operating Officer to discuss these in the first instance. Reasonable adjustments to the recruitment process will be made to ensure that no applicant is disadvantaged because of their disability.

Once it has been agreed to advertise a vacancy, it will be normal practice for all vacancies to be advertised in the interests of openness and fairness. Adverts will be placed with the intention of maximising the relevant audience for the advertisement in the most cost effective medium. Online advertising will be used in preference to print advertising where it is deemed not to impact adversely on the likely audience for the advertisement. For certain specialist or hard to fill vacancies a recruitment agency or executive search agency may be used once, subject to approval of the Head teacher.

Advertisements not only include a safeguarding statement, highlighting the school’s commitment to child safeguarding in an effort to deter any unsuitable candidates but all advertisements also include an equal opportunities statement along with the necessary information needed to attract suitable candidates to the post and to the school. Currently, all advertisements include the following statement “We are a very friendly, down to earth school with a diverse student population. We welcome applications from all backgrounds”. For some harder to reach vacancies we have circulated the advertisement details to organisations within our local, diverse community. Shortlisting of applications is done by a panel of at least three in order to ensure a fair process. Application forms shared with the panel do not include personal details including sex, date of birth or gender (Equal

Opportunities Monitoring Form) in order to ensure that candidates are shortlisted, or not, on merit and details contained in their application only. The application form itself invites candidates with any disabilities to ask for any adjustments to help them with their application/ at the interview.

Changes made to attract a wider range of applicants.

- An inclusive statement has been added to our advertisements in order to encourage all members of the community to apply.
- The school promotes itself as an inclusive school and this is particularly so under the current head teacher who fosters a strong sense of diversity.
- Adverts are placed online and social media used to promote vacancies, meaning that media used by certain members of the community only is avoided.
- Targeted areas have been used, including local mosques and community magazines. Parents are also a good method of promoting vacancies to a wider audience.
- Our applications are monitored for where candidates see the adverts so that we can see how far our advert is reaching but also the Equal Opportunities monitoring Form is used, the contents of which can be analysed over time.
- We welcome those on interview to ask for any adjustments that might be required. A recent example is that a candidate for a cleaning post wished to bring along a chaperone to support her. This was granted.

Objective 3: Reducing Discriminatory Language and Behaviour

We maintain a firm, proactive stance against all forms of discrimination. Rooted in our values we explicitly promote a culture where every student feels safe, valued, and able to thrive regardless of their background, identity, or beliefs.

Key Measures to Tackle Discrimination:

- **Zero Tolerance Policy:** We have a zero-tolerance approach to discriminatory language and behaviour, whether based on race, gender, sexuality, religion, disability, or any other protected characteristic under the Equality Act 2010.
- **Inclusive Curriculum:** Through PSHE, RE, English, and wider curriculum subjects, students explore themes of equality, diversity, and the dangers of prejudice and discrimination.
- **Assemblies and Awareness Campaigns:** Regular themed assemblies, such as those for Anti-Bullying Week, LGBTQ+ etc.
- **Student Leadership:** The school encourages student voice through initiatives like the Diversity & Inclusion days and Student Leadership program, who help lead change and foster a culture of peer accountability

Reporting Mechanisms, Student Education Programs, and Staff Training

Reporting Mechanisms:

- **Safeguarding and Pastoral Structures:** Students can report concerns to trusted adults, including form tutors, Heads of Year, or the Designated Safeguarding Lead (DSL).

- **Anonymous Reporting:** We use anonymous reporting tools (e.g., are you worried about something button) to empower students to share concerns safely.
- **Behaviour Logging and Follow-Up:** All discriminatory incidents are recorded via the school's behaviour management system, with follow-up involving restorative work and, where necessary, sanctions aligned with the Behaviour Policy.

Student Education Programs:

- **PSHE Curriculum:** Structured lessons across all key stages explore prejudice, stereotyping, discrimination, and the importance of respectful relationships.
- **Workshops and Guest Speakers:** We have visiting speakers from various groups such as the police and ex-students sharing lived experiences.
- **Positive bystanders:** Students are encouraged to act as allies through training on how to challenge discriminatory behaviour appropriately.

Staff Training:

- **Annual CPD on Equality and Safeguarding:** All staff receive regular training on identifying and addressing discriminatory behaviour, and the statutory Prevent and Equalities duties.
- **Targeted Inclusion Training:** Key pastoral and leadership staff have received deeper training
- **Clear Protocols for Response:** Staff are trained on how to respond to incidents in a consistent and educative way, including logging, following up with students and families.

Objective 4: Creating a Welcoming and Inclusive School Environment

Our school vision is to be “The leading school for educational excellence, where we nurture happy students with strong values so they all contribute positively to society”. Ensuring our students are safe and happy is at the heart of this vision. This is why we are so pleased that the Calderdale Health & Wellbeing Survey (2024) rated us the safest and happiest school in Calderdale based on student responses.

Safeguarding is of paramount importance at Crossley Heath and we were pleased to achieve a Platinum Excellence in Safeguarding Award from Incyte Educational Consultancy in February 2024 who stated:

“The school provides very high levels of commitment to the safety and wellbeing of all its students and families. The quality and effectiveness of safeguarding are very strong and reflected in all aspects of the school's work. All groups of students report high levels of satisfaction with the school's support for their safety and personal wellbeing including their mental health.”

Our values of kindness, courage and excellence shape our culture. We are a diverse school family where we are kind enough to celebrate everyone's heritage and identity, courageous enough to tackle all forms of discrimination against protected characteristics and determined to demonstrate excellence in inclusion for all children.

- Include initiatives such as cultural celebrations, student support groups, and awareness campaigns.

At Crossley Heath we celebrate every cultural and religious event that matters to our students and our families. For example, we celebrate Christmas, Ramadan and Diwali with the support of students and parents as a key part of our calendar. We have a strong structure of student leadership with a Diversity working group to help plan our cultural celebrations alongside Senior Leaders. We also have a Mental Health & Wellbeing Student leadership group, helping us annually celebrate 'Wear it Yellow' Mental Health Awareness Day.

Objective 5: Embedding Equality into the Curriculum

There are lots of excellent examples of a range of subject areas in school that have schemes of learning and opportunities for research and discussion on the topics of discrimination, equality and human rights:

Business Studies	<ul style="list-style-type: none"> • Enterprise and Entrepreneurship: Discuss the importance of diversity and inclusion in entrepreneurship, highlighting how diverse teams can drive innovation and success. • Understanding External Influences on Business: Explore how external factors such as government policies on equality and anti-discrimination laws impact businesses. • Making Human Resource Decisions: Examine fair recruitment practices, workplace discrimination, and the importance of creating an inclusive work environment. • Ethical Business Practices: Discuss corporate social responsibility (CSR) and how businesses can promote human rights and equality through their operations.
Economics	<ul style="list-style-type: none"> • Discrimination in the Labour Market: Discuss how discrimination based on race, gender, or other factors can lead to market failures. This can include wage disparities and employment opportunities. • Government Policies: Explore policies aimed at reducing discrimination, such as equal pay legislation and anti-discrimination laws. • Income Inequality: Examine the causes and consequences of income inequality and how it affects economic growth and social stability. • Redistribution Policies: Discuss the role of taxation and welfare policies in promoting economic equity and reducing poverty. • Human Rights in International Trade: Analyse how trade policies and practices can impact human rights, including labour rights and environmental standards. • Ethical Issues in Globalisation: Consider the ethical implications of multinational corporations' operations in different countries, focusing on human rights and fair labour practices.
English	<p>Several literary texts are studied which cover various aspects, e.g.,</p> <ul style="list-style-type: none"> • Coram Boy - slave trade, poverty and social class /inequality • Romeo and Juliet - human rights, personal autonomy, cultural influences on personal autonomy, homophobia • Flawed - dystopian novel so we look at themes in the novel about equality, fair governance, tolerance within communities, political speeches

	<ul style="list-style-type: none"> • Stone Cold - homelessness, socio economic struggles and discrimination • Noughts and Crosses - racial discrimination, Stephen Lawrence, EDL, Jim Crow Law, media presentation of human rights, protest poetry • Twelfth Night - gender equality, social systems and equality, religious discrimination/freedom • Of Mice and Men - Jim Crow Laws, racism and equality, modern day discrimination v that in the text, ableism, gender stereotyping • Othello - gender/race equality and discrimination • An Inspector Calls - social injustice, the Woman Question/vote, the rise of unions, Capitalism, Socialism, social inequality, human rights and responsibilities • Jekyll and Hyde - racism, discrimination, ableism, social change, xenophobia, homophobia, social class/inequality in Victorian London
French	Unit called 'Mon clan, mon tribu' (unit 2) in which students talk about identity in terms of gender, religion, language.
Geography	<ul style="list-style-type: none"> • Yr7 Topic: Africa & Nigeria - Challenges stereotypes of African nations, focusing on development, inequality, and the legacy of colonialism. Students explore access to education, health care, and economic opportunity. • Yr7 Topic: Development - Covers uneven development, reasons for this include colonisation and conflict, and the impacts of it. It also focuses on strategies to reduce it such as the SDGs, gender equality and fairtrade. • Yr8 Topic: Middle East - Examines conflict, geopolitical tensions, and access to resources, linking to broader human rights issues and inequality across and within countries. • Yr8 Topic: Africa vs. Asia - Encourages comparison of inequality between two major global regions, promoting understanding of different development pathways and challenges. • Yr9 Topic: UK Topic - Focuses on regional inequality in the UK, including access to opportunity and the impact of policy on different communities. • Yr9 Topic: Geography of health - Explores global health inequalities, including access to healthcare, disease distribution, and the impact of poverty and environmental conditions on health outcomes. • Yr10 Topic: Resource Management & Food - Focuses on global inequality in access to food and clean water, exploring sustainable solutions and the ethics of consumption. • Yr10 Topic: CEW Nigeria - Builds on development concepts by analysing Nigeria's challenges and progress, including access to education, healthcare, and employment. • Yr11 Topic: Urban Issues - Investigates inequality in urban areas, particularly in housing, services, and income, within both UK and global cities. • Yr11 Topic: CEW Development - Provides a detailed look at development indicators, global inequalities, and how human rights can be affected by varying levels of development.
German	Year 13 study the topic of Racism; throughout the curriculum students have opportunities to talk about tolerance and difference between their culture and the German culture.
History	<ul style="list-style-type: none"> • Year 7 feudalism after Norman conquest is linked to discrimination as is the peasants' revolt.

	<ul style="list-style-type: none"> • Y8 the French Revolution (declaration of rights of man) and also cover slavery - discrimination - empire as a topic also touches on same theme. • Y9 syllabus includes the holocaust and students have the opportunity to hear from a speaker from Huddersfield uni. • Y10 cover US civil rights as well as lots of stuff on earlier racism and discrimination. 		
Personal Development & Tutorial programme	<p>There are lots of examples that run through the PD curriculum:</p> <ul style="list-style-type: none"> • Yr7 – Diversity, prejudice and bullying; FGM (UN Rights of the child); British Values; Sense of self-equality act. • Yr8 – Discrimination; Community and Careers (equality of opportunity); Identity and Relationships • Yr9 – Respectful Relationships; Rights of the child (linked to divorce); Social attitudes towards LGBTQ; Global Matters • Yr10 – Rights to access contraception; Addressing Extremism and Radicalisation • Yr11 – Rights to access healthcare • Yr12 – Social Action Project; Electoral visiting speakers; Honour-based violence; Rights and Responsibilities in the workplace; Diversity and Inclusion • Yr13 – Rights and Laws; Consent • Tutorial Programme – Votes for Schools is built on these themes with democracy running through each and every session - weekly feature for 7-10. 		
PE	<ul style="list-style-type: none"> • Equality - Covered in KS3 the most - in lessons with house competitions (football, netball, rugby, table tennis, Badminton) - all students have equal game time regardless of ability. • Discrimination - Covered in Paper 2 GCSE (done in Y10 and Y11) when linked with positive role models and racial discrimination in sport. At A level (Y12/Y13) the impact of media on discrimination in sport and how it can be reduced is discussed. Role models and how governing bodies of each sport have guidelines to prevent discrimination and campaigns to increase awareness of discrimination e.g., 'kick racism out of sport' campaign. 		
Psychology	<ul style="list-style-type: none"> • Ethics within 'Social Influence' looks at human rights. • Ethical issues in 'Issues and Debates' also cover human rights (year 12 and 13). • Cultural bias in 'Issues and Debates' covers discrimination (year 12 and 13). • Issues with the classification and diagnosis of schizophrenia (year 13). 		
Religious Studies	Discrimination	Equality	Human rights
	<p>Year 8 – What do other people believe unit - Lesson on Yazidi's and the discrimination they experience.</p> <p>Year 9 – spread a little kindness unit - Lessons on prejudice and discrimination, stereotyping, what can we learn from people in the past, the Holocaust.</p>	<p>Year 7 – How do we define religion, beliefs and practice – lesson on the Golden Rule. Islam unit – lesson on stereotyping in Islam and different roles</p> <p>Year 9 – Spread a little kindness – Introduction to multiculturalism</p> <p>GCSE – Islam, marriage and family – roles of men and women.</p>	<p>Year 8 – Buddhism unit – case study of a child soldier who was influenced by the work of the Dalai Lama and became a human rights activist.</p> <p>A-Level – Islam unit – justice and liberation and protection of rights.</p>

	<p>GCSE – Muslim teachings on gender prejudice and discrimination.</p> <p>A-Level – Islam module – the relationship between religion and society – includes equality and discrimination</p>	<p>A-Level – Islam module – Gender equality. The relationship between religion and society – includes equality and discrimination. Spiritual equality.</p>	
Sociology	<ul style="list-style-type: none"> ● Education: Differential achievement by class, gender, and ethnicity: Ethnic discrimination, Racism in schools (e.g., labelling, stereotyping, institutional racism). Gender discrimination, Differences in subject choice, treatment by teachers, and achievement (e.g., feminist critiques of the hidden curriculum). Class-based discrimination, Lower expectations and negative labelling of working-class students; the impact of material and cultural deprivation. The role of education in promoting or challenging equality. Educational policies – how they relate to equal opportunities (e.g., policies targeting racism, gender inequality). ● Family: Gender roles, domestic labour, and power relationships – linked to gender inequality and structural discrimination. Family diversity and social policies – implications for human rights and equality, particularly around same-sex families; considers how changes in the law (e.g., same-sex marriage, adoption rights) have promoted greater family diversity and equality. Children’s rights: changing views of childhood and the move towards seeing children as active rights-holders (e.g., UN Convention on the Rights of the Child). Domestic abuse, recognised as a violation of human rights, with growing attention to protecting victims regardless of gender or sexuality ● Beliefs: How religious movements have been agents of social justice, e.g: Civil Rights Movement in the USA (Martin Luther King and Black Churches) and Liberation Theology in Latin America. Gender discrimination within religious institutions and practices (e.g. patriarchy in Christianity, Islam, etc.). Feminist critiques of religion and how religion may either oppress or empower women. How religious affiliation intersects with experiences of racism and discrimination (e.g. Islamophobia, anti-Semitism). ● Crime and Deviance: Institutional racism, explored through patterns in stop and search, arrests, and sentencing (e.g., higher rates for Black and minority ethnic groups) State crime, Explores violations like genocide, torture, and corruption—direct abuses of human rights by governments. Gender bias, Differences in how men and women are treated by the criminal justice system (e.g., chivalry thesis, double deviance). 		
Visual Arts	<ul style="list-style-type: none"> ● Discussion of discrimination when discussing artists in KS3 curriculum, e.g., John Bramblitt (blind artist), Zaha Hadid (female Muslim Iraqi-British architect), Wassily Kandinsky (had to flee to Germany from Russia to escape persecution; his work was destroyed – link to human rights/freedom of speech), Andy Warhol (2nd generation immigrant to America and homosexual). ● Workshop and exhibition done with St Augustine’s Refugee Centre to highlight migration and immigration and to promote peace and freedom; this was done through making bird sculptures. 		

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| | <ul style="list-style-type: none">• GCSE and A-Level students may study aspects of equality, discrimination and human rights as part of their personal projects. |
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