

## **Paternoster School**

### **Single Equality Policy**

#### Introduction

The former disability, race and gender equality schemes were replaced in April 2011 by a wider 'public sector equality duty' (PSED) which consists of 'general duties' and 'specific duties'. As a school we are required to comply with both types of duty.

The PSED is wider than the previous equality duty in that it covers the following 'protected characteristics':

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

We are required to have 'due regard' to the three aims of the general duty:

- To eliminate discrimination (harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010)
- To advance equality of opportunity (between persons who share a relevant protected characteristic and persons who do not share it)
- To foster good relations (between persons who share a relevant protected characteristic and persons who do not share it)

The policy must be continually reviewed in the light of the above General Duty Aims.

The objectives we set should cover a period of four years. We are required to publish new objectives every four years. However, we may set and publish new objectives on a more regular basis, if appropriate.

The school considers it very important to continually monitor to ensure Equality legislation is adhered to.

The school is committed to making adjustments and putting in place plans to ensure all groups make good progress. It is committed to ensuring equality of education and opportunity for all members of our school community – pupils, staff, parents and governors as well as members of the community.

## Roles and Responsibilities

The Governors are responsible for:

- Making sure the school complies with relevant legislation
- Making sure the Equality Policy and its procedures are appropriate and up-to date
- Evaluating outcomes relating to equalities, drawing on monitoring information, reports, consultation findings and attainment data provided by the head teacher and other staff
- Implementing the Equalities Plan through the head teacher and staff

The headteacher is responsible for:

- Implementing the school's Equality Plan and is supported by the governing body in doing so
- Ensuring that all staff are aware of the Equality Plan, and that guidelines are applied fairly in all situations
- Devising effective processes of development, consultation, review and revision of policies and procedures relating to equalities
- Establishing timescales for reviewing and reporting actions by staff relating to the Equality Plan
- Laying out a timescale for review and assessing impact
- Ensuring that the findings of the review and impact assessment, with information about how this has informed practice and planning for the future, are published
- Ensuring that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- Promoting the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

Staff (teaching and non-teaching) are responsible for:

- Ensuring that all pupils are treated fairly, equally and with respect, and maintaining awareness of the school's Equality Plan
- Implementing the Equalities Plan
- Dealing with racist and other discriminatory incidents, and recognising and tackling racial bias and stereotyping
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic, religious, cultural or linguistic reasons
- Promoting understanding of different disabilities and avoiding discrimination against anyone for reasons of disability
- Supporting the Equality Impact Assessment processes
- Keeping up to date with changes in the law on discrimination as set out in the

### school's Equality Policy

- Providing material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents, drawing them to the attention of the Headteacher

### Tackling discrimination

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present, escalating to a class teacher /headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority each term.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Exclusion from groups and games
- Use of derogatory names, insults and jokes
- Unwanted looks or comments
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

### Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. All incidents should be reported to the headteacher, or other members of the senior management team or chair of governors, as appropriate.

### Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a two yearly cycle. We make regular assessments of pupils' learning and use this information to track pupil progress and take appropriate action to address any gaps.

We collect and analyse the following equality information for our pupils/students:

- The performance of boys and girls against National expectations for students
- with learning difficulties
- The progress of children from ethnic backgrounds
- The performance of children who are in care
- Constant monitoring of attendance
- Monitoring of both Individual Education Plans and Targets set in the Annual
- Review

#### Publishing the plan

In order to meet the statutory requirements the school will:

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications as appropriate (making sure hard copies are available).

The governors will endeavour to ensure all relevant policies make the school's commitment to this explicit.

#### Our objectives from April 2016:

1. To complete new build project which will improve classroom provision for pupils
2. To review the Accessibility plan every two years to make sure the environment is as appropriate as feasible
3. To continue to monitor pupil progress by group to ensure all groups are making equal and acceptable progress
4. To monitor attendance (including exclusions) to ensure all groups are treated equally
5. To monitor curriculum provision to ensure all groups of pupils (by disability, gender, Children in Care, ethnic group) are treated equally
6. To ensure our recruitment procedures are in line with the 2010 Act (re. seeking references and requesting information about sickness absence)
7. To review all linked policies as part of a rolling programme through governor committees
8. To provide information in accessibly and user-friendly formats and translated into other languages as required.
9. To include equalities questions in the annual pupil questionnaire
10. To consider equalities questions for the annual parents' questionnaire
11. To continue to canvas the views of staff through the biennial staff questionnaire and specific questionnaires as appropriate

12. To endeavour to promote awareness of different races, cultures and religions through the curriculum and theme weeks/days
13. To continue to report any racist incidents to the local authority and governing body
14. To ensure pupils who are wheelchair users have appropriate transport (school minibus or special coach) to access whole school trips
15. To ensure pupils with challenging behaviour have access to trips or alternative activities provided in school
16. To ensure all pupils have equal access to quality and number of trips
17. To consider the needs of girls in classes where they are in a substantial minority to ensure action is taken to promote peer interaction with other girls
18. To ask the school council to consider whether the needs of boys and girls are addressed equally and if not how they would like to see this improved
19. To continue to ask pupils through the annual pupil questionnaire whether they feel boys and girls are treated equally and fairly

This policy links to the school's policies for:

Accessibility  
Anti-bullying  
Behaviour  
Safeguarding  
Intimate Care

This policy will be reviewed every four years and new objectives set, or new objectives set sooner, as appropriate.

Revised April 2016