

## Single Equality Policy and Plan

## Single Equality Plan

1. Mission statement
2. Mainstreaming equality into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
  - a. Race
  - b. Disability
  - c. Gender
  - d. Sexual orientation
  - e. Community cohesion
5. Consultation
6. Roles and Responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Appendix 1: Governing Body Checklist
11. Action Plan

### 1. Mission statement

**Our school's mission statement does embrace the spirit of equality in stating:**

***“Our school will offer an open and collaborative culture built on a willingness to listen and involve all our stakeholders and a desire to develop dynamic partnerships that create and enhance opportunities for our young people.”***

In relation to the Equality Act 2010, Penketh High School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We have a general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under this Act.
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it
- Foster good relations between persons who share relevant protected characteristics and persons who do not share it

In order to fulfil these 3 aims we have two sets of specific duties:

- To publish information which demonstrates their compliance with the duty and to have due regard for the three aims of the general duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve those aims

At Penketh High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure all staff are aware of the school's Single Equality Plan
- Monitor pupil achievement by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Provide, where possible, extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts
- Provide additional support for parents of underachieving children ( e.g. reporting progress, discussing needs)

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### 3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Penketh High School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### 4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

**The action plan at the end of this Equality Plan outlines the actions Penketh High School will take to meet the general duties detailed below.**

#### 4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;

- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy. The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

#### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;

- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits/services for pupils and treatment of pupils.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We will achieve this by using the following to shape the plan:

- Monitor feedback from parents, through parents' evenings, parental surveys
- Monitor staff views through surveys, staff meetings or INSET;
- Feedback from the school council, LfL lessons, whole school surveys on children's attitudes to self and school (PASS); pupil activity participation data
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings (Climate for Learning and Safeguarding Committee).

### **6. Roles and Responsibilities**

#### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

#### **The role of the Principal**

- It is the Principal's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal promotes 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.
- The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how 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 are 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 on a termly basis.

#### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

#### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

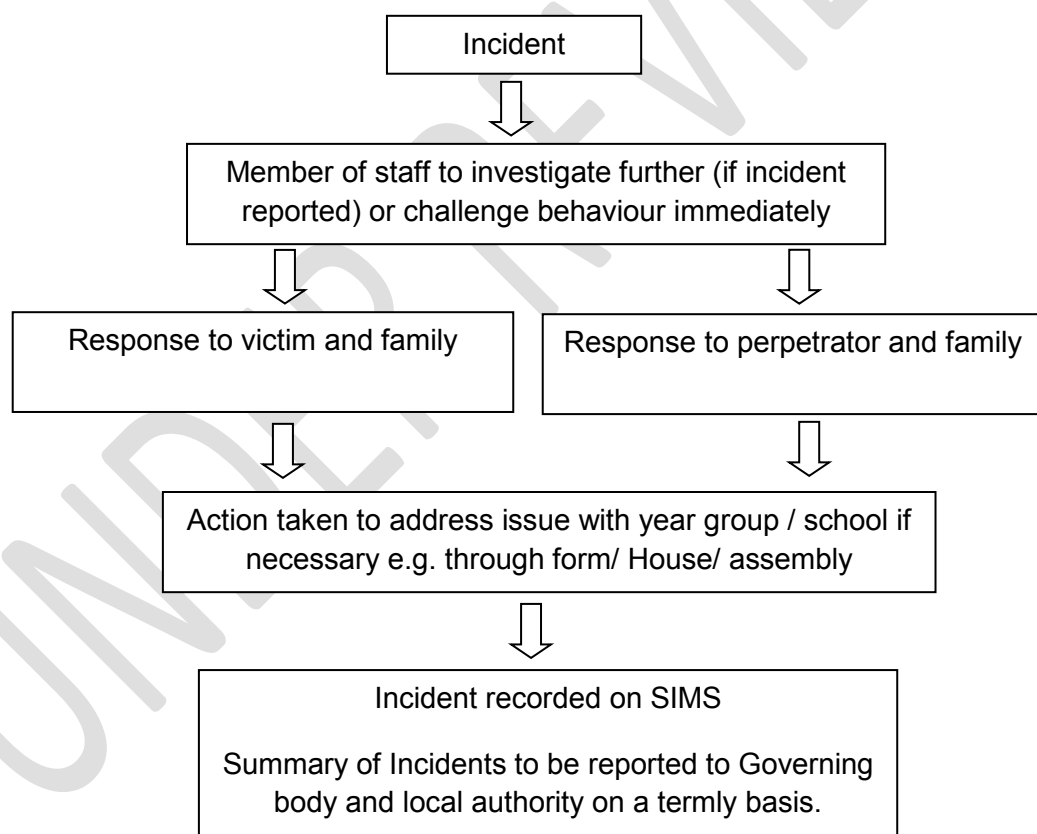
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;

- Use of derogatory names, insults and jokes;
- 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

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting is outlined below:



### 8. Review of progress and impact

The Plan has been agreed by our Governing Body. 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 three year cycle.



We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available on request.

UNDER REVIEW

## Appendix 1: Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Single Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement data analysed by race, disability and gender? Are there trends or patterns that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Recent success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings/briefings.	Parental, staff surveys	Principal	To be agreed by Governing Body	<p>Policy and plan approved by Governors and published on school website.</p> <p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays.</p>
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Principal/ Governing body/ Vice Principal (Curriculum)	Annually in Sept;  Half-termly progress reviews	<p>Analysis of teacher assessments / annual data to monitor the narrowing of the gap for equality groups. The 2015 RAISEOnline report (for Key Stage 4 progress results) indicates the following groups under-performed in comparison with national figures: SEN pupils (School Action status); SEN (School Action Plus); SEN (Statement); 1 of our ethnic groups 'Any other Asian background' (2 pupils). Boys under performed in comparison to the girls and we still have capacity to improve in narrowing the gap between 'Pupil Premium' pupils and their peers.</p> <p>The KS4 S Band continues to provide a more 'personalised' curriculum for pupils.</p>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Recent success indicators
					<p>Literacy/Numeracy support is provided for pupils. Reading ages are monitored for improvement.</p> <p>Small group/ 1-1 support is provided for pupils with English as an additional language.</p> <p>Improved parental support (eg Parents' Evening attendance) by parents of 'vulnerable' pupils.</p>
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history/geography / LfL lesson plans	Ongoing	<p>Notable increase in participation and confidence of targeted groups.</p> <p>Role models discussed as part of Year 7 Learning for Life curriculum Specific coverage in Learning for Life lessons at Key Stages 3 and 4.</p>
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Vice Principal (Curriculum)	Ongoing	G & T register now based on all pupils who enter with National Curriculum Level 5s. Checked for gender ratio and ethnic diversity. The 5LP (5 Levels of Progress) club has been started to acknowledge and encourage high achievement.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Recent success indicators
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Creative and Media Leader	Ongoing	Displays reflect a cross-section of students and activities. For example, texts in English which promote diversity.  Global citizenship displays form part of our International Schools Award.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Vice Principal (Climate for Learning)	Ongoing	School council is made up of volunteers and is monitored for gender balance and representation of students from ethnic groups.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use data to assess impact of the school's response to incidents i.e. increase/decrease in incidents, can repeat perpetrators be identified level of satisfaction with the response?	Principal / Governing body  Vice Principal (Climate for Learning)	Reporting: November, February, June	Teaching staff are aware of and respond to racist incidents.  Training has been provided for staff for correct reporting of incidents.  Anti-Bullying assemblies tackle racism explicitly.  Termly reporting of racist and bullying incidents to Governors and analysis of any trends. Figures are reported to WBC.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Recent success indicators
	Increase boys participation in dance and music; girls in extra –curricular activities generally	Increased participation of boys in dance and music	Curriculum Area Leaders in PE, Dance, Music and Drama	Ongoing	<p>More girls are taking up after-school sports clubs.</p> <p>Boys are increasingly involved in extra-curricular Performing Arts opportunities. The Boys' Choir continue to enjoy success and have performed on numerous occasions and events</p>
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	Annually	To consider how we might encourage more applications from disabled candidates to be School Governors
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.	Monitor Assembly Themes, LfL programme	Subject Leaders for Citizenship, RE and Learning for Life.	Ongoing	<p>Increased awareness of different communities shown</p> <p>Assembly rota covers key religious celebrations and includes guest speakers from the community.</p> <p>Faith Day (Year 8) has members of faith communities leading workshops on Community Cohesion and</p>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Recent success indicators
Community Cohesion	Consider needs of parents and carers for whom English is a second language	Provide access to information in other languages on request	Assistant Principal (Narrowing the Gap)	Ongoing	<p>Parents invited in to discuss needs; language specialists brought in to support. Online resources offered to parents.</p> <p>A TA (Governor) has undertaken TEFL training to support our EAL provision.</p>

UNDER REVIEW

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Recent success indicators
Community Cohesion	Promote pupil participation in community events and links with other schools from ethnically diverse areas to encourage citizenship and leadership	Recording of events and participation rates	Assistant Principal	Ongoing	<p>Pupils have been involved in a variety of trips and events this year with a community theme. For example our Sixth Formers have supported a reading project at a local Primary School; A-Level Art students have delivered workshops at a Special School.</p> <p>The Pupil Council has been involved in debating and visits to Primary Schools to support literacy projects.</p> <p>Our Junior Sports Leaders continue to support Sport in our feeder Primary Schools and have been involved in organising sports competitions. The David Campbell Soccer School have supported with this.</p> <p>In 2013 approximately 100 pupils across the age and ability range took part in Chinese language and culture lessons. Following the visit of 2 colleagues to Xi'An, China assemblies have taken place to update pupils and further activities are planned.</p>