

BISHOPSHALT SCHOOL

EQUALITY POLICY STATEMENT



Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty to promote positive behaviour and safety, and to promote the spiritual, moral, social and cultural development of our students.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and transgender people and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men and transgender people.

Principle 6: We consult and involve widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay and transgender people as well as straight.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay and transgender people as well as straight.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to

- disability
- ethnicity, religion and culture
- gender

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 4 above.

Ethos and organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

11. There is guidance in the appropriate policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with e.g. Anti-Bullying Policy.

12. We take seriously our obligation to report to stakeholders about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

14. The Chair of Governors takes responsibility for review of this policy.

15. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

19. All staff and governors have access to resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Review Date December 2017

Notes

- *The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.*
- *There are references where appropriate to religious affiliation and identity.*
- *There are references where appropriate to sexual identity and to challenging homophobia.*
- *Disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.*

Action Plan for Equalities 2014-17				
ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	AUDIT and interim REVIEW OF ACTIONS December 2015
Continue to raise awareness of all staff, parents and governors to the Equalities Plan and the Public Sector Equality Duty.	<ul style="list-style-type: none"> • Ensure policy and related documents are placed on the school website. • Undertake training as appropriate. 	From December 2014	<ul style="list-style-type: none"> • Staff more aware of implications of the equality duty and know there are 8 identified groups with protected characteristics (disability, age, sexual orientation, sex, religion or belief, race, pregnancy and maternity, gender re-assignment) 	<ul style="list-style-type: none"> • Policy and documents available on website. Analysis undertaken at appropriate committees.
Ensure further analysis of examination results, attendance, exclusions and behaviour (including bullying) in relation to equality duty.	<ul style="list-style-type: none"> • Data Manager and relevant SLT to undertake further analysis based on specific groups. Students to be denoted on spread sheets across the analysis of academic results, attendance, exclusions, and behaviour. 	Ongoing	<ul style="list-style-type: none"> • Patterns and issues raised by further analysis are addressed. • GB minutes demonstrate detailed scrutiny of equalities data and identification of any areas for development to place in BSQIP 	<ul style="list-style-type: none"> • Action plans for attendance and/or behaviour are produced half termly based on the data analysis.
Intervention (E.g. In class, Lesson 6 and holiday intervention) put in place to raise achievement across all groups of students.	<ul style="list-style-type: none"> • Plan focuses on intervention with specific groups of students e.g. SEN and PP students so they are monitored more effectively and strategies put in place to ensure students fulfil their potential v EPG. • Plan to address issues raised following exams results analysis e.g. to include coordinated resit programme for science. 	From December 2014	<ul style="list-style-type: none"> • Increase percentage of 5+ A*-CEM • Increase those gaining 2 sciences at A*-C 	<ul style="list-style-type: none"> • RSLs and MLs have a comprehensive intervention programme which, for example, has involved extensive student group changes and small group intervention to enable them to achieve their potential in the core subjects. • Data indicates 2016 should show high attainment and value added across all groups and including those gaining 2 sciences at A*-C.

Action Plan for Equalities 2014-17				
ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	AUDIT and interim REVIEW OF ACTIONS December 2015
As part of exam review and SEN reviews monitor how well Bishopshalt School meets the needs of students with disabilities.	<ul style="list-style-type: none"> Clare Cockcroft and Richard Hickson to build this monitoring into SEN reviews and act upon any relevant feedback received with regard to actions to be taken. 	Ongoing	<ul style="list-style-type: none"> Issues raised in student reviews addressed. 	<ul style="list-style-type: none"> Student/parental feedback is integral to SEN reviews and action is taken based upon this feedback. This practice is embedded.
Continued development of the PSHCE and wider curriculum programme in raising awareness of protected characteristics and tackling prejudice.	<ul style="list-style-type: none"> Enhance PSHCE programmes so it reflects the Equality Duty and the law. Other curriculum areas take any opportunity to explore the issues with students. Develop Pro Respect Agenda through school council 	Ongoing	<ul style="list-style-type: none"> Guidance Programme contains activities focusing on tackling equality duty and prejudice. Students given the opportunity to explore these issues in a range of contexts 	<ul style="list-style-type: none"> Pro Respect agenda gaining currency, Equalities standing item on School Council agenda LGBT Club established PSHCE programme addresses prejudice and equality focusing on groups with protected characteristics.
Performance Management – whole school target to be challenge.	<ul style="list-style-type: none"> All staff targets for student outcomes ensure focus on students of all abilities. Staff to explore various methods of challenge all students in lessons to ensure there is more inclusive learning Context sheets to be further developed to assist this 	Ongoing	<ul style="list-style-type: none"> Challenge focus/ Differentiation evidenced in lesson observations Enhanced student engagement and progress noted 	<ul style="list-style-type: none"> Challenge is a whole school target in 2015 This year value added for 11/14 ethnicities and 11/11 groups is above national and 6 have improved on last year's VA Challenge and focusing on the needs of individuals is a key objective in the BSQIP
Continued development of opportunities for students to appreciate people from different races and cultures and to celebrate cultural diversity.	<ul style="list-style-type: none"> Build upon existing good practice of providing opportunities for students to meet people from other races and cultures e.g. Year 11 visit to Temple and Mosque etc. Use of assemblies 	Ongoing	<ul style="list-style-type: none"> Students continue to identify community spirit as outstanding in KR survey 	<ul style="list-style-type: none"> Highly successful RS days undertaken in Year 11 many trips/visits/experiences undertaken. A large amount of fund raising goes on in school based on appreciating the needs of people from other cultures/backgrounds e.g. Christmas Hampers

Action Plan for Equalities 2014-17				
ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	AUDIT and REVIEW OF ACTIONS December 2015
Departments to put in place an equalities statement.	<ul style="list-style-type: none"> Statement to identify where departments are contributing to the equalities plan and implementing the policy. 	January 2016	<ul style="list-style-type: none"> Department statements in place reflecting the equalities plan. 	<ul style="list-style-type: none"> Departments are now fully aware of their equalities duty in relation to achievement of groups. They are aware results will be scrutinised for key groups, not just overall, and their intervention plans reflect this.
Ensure the gap is narrowed between Pupil Premium students and other students in terms of achievement, attendance, persistent absence, exclusions etc.	<ul style="list-style-type: none"> Analysis to be undertaken by RSLs and HOYs based on this specific group (Pupil Premium). Students to be identified on SIMS and in Context Sheets. Staff training to be undertaken regarding this group and intervention strategies. Well being survey to identify students' needs and interventions/development opportunities to be devised. Achievement, attendance and behaviour issues to be tracked for this group and action plans identified based on data analysis Pupil Premium governors identified and scrutiny to feature in committee work. 	From Autumn Term 2014	<ul style="list-style-type: none"> Achievement gap – pupil premium v other students is reduced. Attendance of pupil premium students is increased and their persistent absence decreased. Exclusions for pupil premium students are in line with other groups. 	<ul style="list-style-type: none"> VA for DA group improves to 1008 Attendance of DA students still a concern but improves to 92.6% Exclusions not in line with Other students yet. Work ongoing.

ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	AUDIT and REVIEW OF ACTIONS December 2015
Implementation of the new Education Health and Care Plans (EHC plan) and increased use of Early Help Assessment (EHA) forms to support young people (formerly CAF).	<ul style="list-style-type: none"> • Training for key staff on SEN plans process and on use of EHC plans and the EHA form is undertaken. • Staff awareness is raised , staff contribute to assessment provided for LA SEN reviews. • Parents' awareness is raised at Plan Reviews 	From Autumn term 2015	<ul style="list-style-type: none"> • New plans are in place for the appropriate students to ensure their needs are met. • Use of the EHA forms is embedded and a number are in place and work effectively (case studies will highlight this). • Some statements are transferred to EHC plans. • Positive feedback from stakeholders. 	<ul style="list-style-type: none"> • LA training for key staff in place.
Narrow gap between SEN students and others in terms of achievement, attendance, persistent absence, exclusions etc.	<ul style="list-style-type: none"> • Further analysis is undertaken by RSLs/DH Pastoral/SENCO based on this specific group (SEN). • Training on specific issues e.g. ASD, dyslexia, provided by SENCO for all staff. • SEN Governor apprised of progress through visit and PDWB committee work. 	From Autumn term 2014	<ul style="list-style-type: none"> • Achievement gap - SEN v other students is reduced. • Attendance of SEN students is increased and their persistent absence is decreased. • Exclusions for SEN students are reduced. 	<ul style="list-style-type: none"> •VA for Statement/EHC students 1000.6, 25 points above national (improved by 16 points, cf. No SEN gap +20 points) • VA for SEN support students 998.3, 26 points above national.. This group now covers the previous SA+ and SA groups, further comparison not possible.

<p>Review whole school awareness of homophobia/homophobic bullying issues with a specific focus on language used.</p>	<ul style="list-style-type: none"> • Assembly for all to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used. • Staff awareness to be raised to these issues and requested to challenge ALL such behaviour in and out of lessons. 	<p>from Autumn term 2014</p>	<ul style="list-style-type: none"> • Questionnaires show increased understanding of our commitment to 'care for all students' • Whole school questionnaire shows improvements with regard to bullying. • Lead teacher designated a Stonewall Champion (Jane King) • LGBT group established 	
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