

Parkstone Grammar School



SINGLE EQUALITY DUTY/PLAN

DATE APPROVED	March 2017
APPROVED BY	Full Governance Board
NEXT REVIEW	2019/20
TYPE OF POLICY	Statutory



SINGLE EQUALITY DUTY/PLAN

PLEASE BE AWARE THAT THIS IS VERY MUCH A DRAFT VERSION UNTIL THE DATA REQUIRED FOR APPENDICES A & B HAVE BEEN AGREED.

AIMS OF THE POLICY

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to maintaining a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

SAFEGUARDING

Student safety is of key importance in the work of all staff at Parkstone and the School wishes to ensure that leaders, managers and employees understand their responsibilities in relation to ensuring the implementation of all equality legislation to keep students safe.

CORE SCHOOL VALUES

This policy reflects the School's compassionate approach in all its dealings with employees and students, as well as the expectation that all staff will be committed to the implementation of all equality legislation.

LINKED POLICIES

Parkstone Grammar School adheres to all Equalities Legislation and in addition to using this policy to promote equality in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff) has the following policies in place to support equality issues including eliminating unlawful discrimination:

- Admissions
- Anti- bullying
- Behaviour



- Compliments, Concerns and Complaints
- Dignity at Work
- Gifted and Talented
- SEN
- Staff Recruitment

What areas are covered by this policy?

- School and Local Context
- Principles of equality at Parkstone Grammar School
- Application of equality principles
- Addressing prejudice and prejudice related bullying
- Roles and responsibilities
- Equality Information (see Appendix A)
- Equality Objectives (see Appendix B)
- How do we know if the policy is working?
- Who to contact if you have a question about, or suggestion for, improving this policy

SCHOOL AND LOCAL CONTEXT

Poole is a relatively affluent area but includes some super-output areas which have very high levels of deprivation. Some of our students will come from these areas and IDACI data shows a wide spread of student scores although none at the very highest levels. The percentage of ethnic minority groups is lower than the national average and reflected in the school population; the School's Admissions policy applies equally to all areas and middle/combined schools.

Parkstone Grammar School has over 1250 students and nearly 200 staff. Its ethnic and socio-economic mix reflects that of Poole and the surrounding area. The school has a large number of part time staff reflecting our positive response to requests for flexible working.

Student attainment is very high with no specific group performing significantly weaker – analysis of this is done annually when RaiseOnline data is available.

The SENCo analyses student outcomes for those students with a special educational need and ensures, along with the pastoral staff, that appropriate help is available which will include special arrangements being made to support girls with any sort of disability.

PRINCIPLES

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

Equality of opportunity and inclusion are implicit in the ethos of the school and are enhanced by our single sex status. This very positive ethos promotes equality of opportunity in the widest sense and is supported by a curriculum which is accessible to all and a range of extra-curricular activities/trips which provides outstanding opportunities for all.



2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents, carers and students should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

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 and interaction between groups and communities different from each other and, an absence of harassment, victimisation and discrimination in relation to any protected characteristics. This is supported through events such as assemblies, PSHE lessons and our anti-bullying ambassador programme.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups, for example, our duty to make reasonable adjustments for disabled staff.

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. Our ethos of high expectations and aspirations emphasises the importance of achieving one's "personal best" and support is provided for all members of the school community. Equity and excellence are achieved through: a curriculum that meets the needs of our students and is responsive to changing needs; excellent IAG and links with the Connexions Service; a culture of setting high aspirations and analysis of results by different groups to evaluate our efforts.



6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at School Councils, Sixth Form Voice and Executive Board; for parents, through parent governor representation and parental surveys and for staff, through staff governor representation, staff surveys and staff voice. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. This is carried out in a variety of ways including; Citizenship activities such as the Poole Youth Forum and Youth Parliament, special assemblies such as Remembrance Day, International links with schools overseas via cultural and language visits as well as our work supporting the Jambo Jipya School in Kenya, and the promotion of a wide range of charitable causes and activities.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in as outlined above. The objectives can be found in Appendix B to this policy statement and take into account both national, local and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.



Roles and responsibilities

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Students and their parents should inform a member of staff if they feel that they or their child is the subject of unlawful discrimination, harassment or victimisation.

How do we know that the policy is working and is being upheld?

This policy requires the setting of equality objectives (see Appendix B) on a four yearly cycle, which are subject to annual progress reviews by the Governors and Leadership Group. In addition data is collected and monitored on an annual basis by the Governors and Leadership Group as outlined in Appendix A. Evaluation of this data may require the amending of the School's equality objectives.

Who should people contact if they have a question about this policy or a suggestion for improvement?

The member of the Leadership Group responsible for equal opportunities.



Appendix A

EQUALITIES INFORMATION

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

We have also involved staff, pupils, parents and others in the following ways:

- *parental surveys*
- *student surveys*
- *student council/sixth form voice*
- *staff surveys*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

PUPIL-RELATED DATA

Information	Evidence and commentary
Attainment in English – by race 2014-15	GCSE Grades: A* A B C
Attainment in Maths – by race 2014-15	___% of white pupils have achieved ___% of BME pupils have achieved
Participation in the student council by race 2014-15	___% of the student council is BME ___% of the student council is White British This is/is not broadly reflective of the school community
Participation in After School Clubs as at April 2016	___ % of pupils attending after school club are not disabled and ___% of pupils attending are disabled. This is/is not broadly reflective of the school community.

STAFF DATA

Information	Evidence and commentary
Gender of workforce as at April 2016	___ % of our workforce are female and ___ % are male We have ___ men within our employment that the average of the total school workforce
Race distribution of workforce as at April 2016	___ % of our workforce are Black & Minority Ethnic and ___ % are white British. This is reflective of our local community.
Applications by gender 2014-15	90% of our applicants are female and 10% male



Shortlisted candidates by age 2014-15	% of our shortlisted candidates are aged under 24 % aged 25-34 % aged 35-44 % aged 45-54 % aged over 55
Attendance at external training by gender in 2014-15	Of _____ staff who have attended external training in this last year, _____ (___%) were female and ___ (___%) male. We need to review why a higher percentage of men are attending training, against the representation in the workforce.
Leavers by gender in 2014-15	_____ staff left the school in the last year, _____% of them were female. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The schools does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.



Appendix B

EQUALITY OBJECTIVES

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people who share a protected characteristic and those who do not*
- *foster good relations between people who share a protected characteristic and those who do not*

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parental surveys*
- *student surveys*
- *student council/sixth form voice*
- *staff surveys*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

Objective 2:

DATE FOR REVIEW AND RE-PUBLICATION:



Previous objectives for PGS					
Objective 1	Actions	Success criteria	Time scale	Monitoring process	Who
To reduce the incidence of the use of homophobic/racist language by students in school.	Raise awareness of Anti-Bullying policy with specific reference to homophobic/racist sections. Audit current incidences through student questionnaires. Ensure recording and reporting systems in place and used. Review Anti-bullying policy to ensure clarity of what constitutes homophobic/racist language. Regular assemblies emphasising the negative connotations of using homophobic language. Develop clear sanctions for inappropriate use of language.	Reduced incidence or eradication of the use of homophobic/racist language.	Annually	Consult with Key Stage School Councils on attitudes to homophobia/racism now and then annually for next 4 years. SIMS behaviour log and incident reporting log.	All



Objective 2	Actions	Success criteria	Time scale	Monitoring process	Who
To ensure that educational outcomes for EAL students match those of similar	Review EAL policy. Ensure appropriate tracking system in place for EAL students for attendance and	Educational outcomes for EAL students are equivalent to all students	Annually	Reporting of analysis of tracking data.	Heads of Year, LG



Objectives from PGS' Disability Equality Action Plan 2012-15

ACCESS TO THE PHYSICAL ENVIRONMENT				
Targets	Strategies	Timescale	Responsibility	Success criteria
School is aware of the access needs of disabled children, staff and parent/carers	Create access plans for individual disabled children as part of IEP process	As appropriate	Learning Support Coordinator	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Parents able to access fully all school activities.
	Continue to include questions in the student information questionnaire about parents/carers' access needs and ensure they are met in all events.	On-going	Office Manager	
	Ensure that recruitment/retention process deals appropriately with access issues	On-going	Headteacher	
	The school will take appropriate advice on meeting the needs of individual staff and students in terms of their working environment and put in place support which is considered reasonable	On-going	Headteacher/Bursar	Access issues not impacting on staff/students' ability to be part of the school community



Targets	Strategies	Timescale	Responsibility	Success criteria
Continue to improve access to reception area	Investigate possible funding from the LA to enable easier access to the reception from the car park	On-going	Headteacher/ Premises Manager	Easy access from car park to reception for wheelchair users/people with pushchairs etc.
Improve signage and external access for visually impaired people	Replace external light bulbs immediately when broken	On-going	Caretaker	Visually impaired people feel safe in the grounds.
	Paint white stripes on edge of all external steps	On-going	Premises Manager	Access around the site easier for all.
	Get advice on appropriate colours/styles for signs and replace temporary ones	On-going	Premises Manager	Access around the site easier for all.
Where appropriate, repaint classrooms (in keeping with the rolling programme) in colours with suitable contrasting woodwork	Seek advice from Access Officer on which colours are appropriate	On going	Learning Support Coordinator/ Premises Manager	Colour schemes that support teaching, learning and behaviour.
	When classes are painted under R and M, include contrasting colours	On-going	Premises Manager	Classes accessible for visually impaired pupils.
Ensure that all disabled students and staff can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all when required	As appropriate	Deputy Headteachers	All disabled children and staff are safe and confident in event of fire.
	Develop a system to ensure all staff are aware of their responsibilities	As appropriate	Headteacher	All disabled children and staff working with them and other staff are safe and confident in event of fire.



	Continue to ensure that all students/staff with a hearing loss are able to "hear" the fire alarm	As appropriate	Learning Support Coordinator/ Bursar	
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Targets	Strategies	Timescale	Responsibility	Success criteria
Review and replace inadequate lighting in all areas	Seek advice on the lighting in all teaching areas from the Sensory Impaired Children's Team	On-going	Learning Support Coordinator/Premises Manager	Lighting improved for visually impaired students currently in school.
	Seek funding from the YPLA for improved lighting and replace inadequate lighting if required	On-going	Headteacher	
Improve the reception area to make it more accessible to deaf people	Investigate the installation of a hearing loop for people with a hearing loss	On-going	Headteacher	All disabled people able to access reception independently.



ACCESS TO THE CURRICULUM				
Targets	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of staff in differentiating the curriculum for students with a disability	Provide training as appropriate	On going	Learning Support Coordinator	Raised confidence of staff in strategies for differentiation and increased student participation.
Ensure all staff are aware of curriculum access needs for students with a disability	Set up system of individual access plans for students with a disability	When appropriate	Learning Support Coordinator	All staff aware of individual students' access needs.
	Set up system for information to be shared with appropriate staff	When appropriate	Learning Support Coordinator	All staff aware of individual students' access needs
Ensure appropriate staff are aware of, and able to use, SEN resources	Run individual training sessions on use of SEN resources when appropriate	On-going	Learning Support Coordinator	Staff more aware of resources available to use with students who have learning difficulties
Ensure all school trips are accessible to all as far as possible	Develop guidance for staff on making trips accessible		Deputy Headteacher /EVC	All students in school able to access all school trips and take part in range of activities as far as possible.
Review PE Curriculum to make PE accessible to all	Gather information on accessible PE and Disability Sports	On-going	PE Department	All students able to access PE and disabled children more able to excel in sports.
	Invite disabled sports people in for particular sessions	On-going	PE Department	



	Review PE curriculum to include disability sports when appropriate	On-going	PE Department	
Ensure all staff have an understanding of disability equality issues	Set up Inset training for all staff on disability equality Ensure new staff have access to similar CPD courses	When appropriate	Deputy Headteacher Deputy Headteacher	All staff work from a disability equality perspective.
Develop links with local special school to improve understanding of curriculum	Organise opportunities for staff to observe their curriculum area at a local Special School	On-going	Learning Support Coordinator /Deputy Headteacher	Increased confidence of staff in developing their curriculum area accessibility.



ACCESS TO INFORMATION				
Targets	Strategies	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	Ask parents/carers about their access needs when their daughter is admitted to school	Annually	Headteacher/Admissions Staff	All parents getting information in format that they can access e.g. tape, large print, Braille. BSL interpreter available when needed
	Review all letters home to check reading age/Plain English	On-going	Headteacher / Office Manager	
	Investigate the production of the newsletter in alternative formats where required e.g. large print, Braille	On-going	Office Manager	
	Ensure that the parents'/carers' access needs are met for presentations/Parents' Evenings	On-going	Office Manager/Head of Year	
Ensure all staff are aware of guidance on accessible formats where needed	Distribute guidance on good practice in accessible formats	On-going	Learning Support Coordinator	Staff start to produce routine information to students in more accessible ways where needed
	Guidance to staff on dyslexia and accessible information	On-going	Learning Support Coordinator	



<p>Inclusive discussion of access to information in all annual reviews</p>	<p>Ask parents/carers and children about access to information and preferred formats in all reviews</p> <p>Develop strategies / IEPs to meet needs</p>	<p>On-going</p> <p>On-going</p>	<p>Learning Support Coordinator</p> <p>Learning Support Coordinator</p>	<p>Staff more aware of pupil's preferred methods of communication.</p>
<p>Ensure that the school prospectus is accessible</p>	<p>Seek advice making information accessible</p> <p>Ensure that the brochure is in Plain English etc. and ensure it welcomes children with disabilities</p>	<p>On-going</p> <p>On-going</p>	<p>Headteacher / Office Manager</p> <p>Headteacher / Office Manager</p>	<p>Parents/carers feel confident in the information they have about the school</p>