

WEST DERBY SCHOOL



PUBLIC SECTOR EQUALITY DUTY INFORMATION AND OBJECTIVES

Approved on:	6 December 2017
Next review date:	Autumn term 2018 (objectives by Autumn term 2021)
Signed:	S Graham (Headteacher)
Signed:	K Callant (For and on behalf of Governing Body)

1. Compliance

1.1. This equality statement and objectives has been prepared with due regard to the following statutory provisions and guidance:-

1.1.1. Equality Act 2010;

1.1.2. Equality Act 2010 (Specific Duties) Regulations 2011; and,

1.1.3. Equality and Human Rights Commission, "Technical guidance for schools in England" 1 July 2010.

2. About this statement

2.1. West Derby School has developed this Equality Statement to help us to meet its Public Sector Equality Duty (PSED) under the Equality Act 2010.

2.2. The Equality Act's provisions cover all aspects of school life such as the treatment of:-

2.2.1. pupils and prospective pupils;

2.2.2. parents and carers;

2.2.3. employees; and,

2.2.4. local community.

2.3. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are:-

2.3.1. sex;

2.3.2. disability;

2.3.3. race;

2.3.4. age;

2.3.5. gender reassignment;

2.3.6. marriage and civil partnership;

2.3.7. pregnancy and maternity;

2.3.8. religion or belief; and,

2.3.9. sexual orientation.

2.4. The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person.

3. Statement

3.1. The school is bound by the PSED to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation, and equality of opportunity.

3.2. The specific duty on the school is to:-

3.2.1. publish information to demonstrate how the school is complying with the PSED; and,

3.2.2. to prepare and publish equality objectives.

4. Guiding principles

4.1. In fulfilling the legal obligations cited above, the school is guided by the following principles:-

4.1.1. Principle 1: All pupils are of equal value

4.1.2. The school sees all pupils and potential pupils, and their parents and carers, as of equal value:-

4.1.2.1. whether or not they are disabled;

4.1.2.2. whatever their ethnicity, culture, national origin or national status;

4.1.2.3. whatever their gender and gender identity;

4.1.2.4. whatever their religious or non-religious affiliation or faith background; and,

4.1.2.5. whatever their sexual identity.

4.1.3. Principle 2: The school recognises and respects difference

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

4.1.4.1. disability, so that reasonable adjustments are made;

4.1.4.2. ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;

4.1.4.3. gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;

4.1.4.4. religion, belief or faith background; or,

4.1.4.5. sexual identity.

4.1.5. Principle 3: The school fosters positive attitudes and relationships, and a shared sense of cohesion and belonging

4.1.6. The school intends that its policies, procedures and activities should promote:-

- 4.1.6.1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- 4.1.6.2. 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;
- 4.1.6.3. an absence of prejudice-related bullying and incidents;
- 4.1.6.4. mutual respect and good relations between boys and girls, and women and men; and,
- 4.1.6.5. an absence of sexual and homophobic harassment.

4.1.7. Principle 4: The school observes good equalities practice in staff recruitment, retention and development

4.1.8. The school ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:-

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

4.1.9. Principle 5: The school aims to reduce and remove any inequalities and barriers that may already exist

4.1.10. In addition to avoiding or minimising possible negative impacts of the school's policies, the school will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:-

- 4.1.10.1. disabled and non-disabled people;
- 4.1.10.2. people of different ethnic, cultural and religious backgrounds; and
- 4.1.10.3. girls and boys, women and men.

4.1.11. Principle 6: The school consults and involves widely

4.1.12. The school engages with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. The school consults and involves:-

- 4.1.12.1. disabled people as well as non-disabled;

4.1.12.2. people from a range of ethnic, cultural and religious backgrounds; and,

4.1.12.3. both women and men, and both girls and boys.

4.1.13. People of different sexual orientation [note this information may not be as readily available].

4.1.14. Principle 7: The school bases its policies and practices on sound evidence

4.1.14.1. The school maintains and publishes quantitative and qualitative information which shows its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the school decides on specific and measurable objectives.

4.1.15. Principle 8: Measurable objectives

4.1.15.1. The school formulates and publishes specific and measurable objectives, based on the consultations the school has conducted (principle 6) and the evidence the school has collected and published (principle 7). The objectives which the school identifies take into account national and local priorities and issues, as appropriate. The school will keep its equality objectives under review and report annually on progress towards achieving them.

5. **The curriculum**

5.1. The school keeps each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

6. **Ethos and organisation**

6.1. The school ensures that the principles listed above apply to the full range of its policies and practices, including those that are concerned with:-

6.1.1. pupils' progress, attainment and achievement;

6.1.2. pupils' personal development, welfare and well-being;

6.1.3. teaching styles and strategies;

6.1.4. admissions and attendance;

6.1.5. staff recruitment, retention and professional development;

6.1.6. behaviour, discipline and exclusions;

6.1.7. working in partnership with parents, carers and guardians;

6.1.8. working with the wider community; and,

6.1.9. addressing prejudice and prejudice-related bullying.

6.2. The school is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties under the Equality Act for example:-

6.2.1. prejudices around disability and special educational needs;

6.2.2. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum; or,

6.2.3. prejudices reflecting sexism and homophobia.

6.3. The school keeps a record of prejudice-related incidents and, if requested, provides a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

7. Roles and responsibilities

7.1. The Governing Body is responsible for ensuring that the school complies with Equality Act legislation, and that this policy and its related procedures and action plans are implemented.

7.2. 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. Also for taking steps to ensure that contractors working at the school operate within the requirements of this Equality Statement.

7.3. The Senior Leadership Team are responsible for supporting the Headteacher as above and ensures that all staff are aware of their responsibility to record and report prejudice related incidents.

7.4. All teaching staff are expected to:-

7.4.1. promote an inclusive and collaborative ethos in their classroom;

7.4.2. deal with any prejudice-related incidents that may occur;

7.4.3. record and report prejudice related incidents;

7.4.4. plan and deliver curricula and lessons that reflect the principles set out above;

7.4.5. support pupils in their class for whom English is an additional language; and

7.4.6. keep up-to-date with equalities legislation relevant to their work

7.5. All support staff are expected to:-

7.5.1. support the Governing Body in delivering a fair and equitable service to all stakeholders;

7.5.2. uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated; and,

7.5.3. record and report prejudice related incidents.

7.6. All pupils are expected to:-

7.6.1. support the school to achieve the commitment made to tackling inequality; and,

7.6.2. uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the school community are not subject to inequality.

7.7. All parents are expected to:-

7.7.1. take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these.

7.7.2. take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.

8. Information and resources

8.1. The school ensures that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers

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

8.3. The school will 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.

9. Policy access

9.1. A copy of this policy will be displayed on the school's website and issued to all appropriate staff members employed by the school.

10. The school's Equality Objectives

Objective	Action Required	Time frame	Responsibility	Outcomes
To reduce exclusion rates for ethnic minority boys	PPLs to continue to monitor, record and report exclusions.		Governors Pupil Progress, Achievement, Welfare and Guidance Committee	Exclusion rates for ethnic minority boys are below that of non-ethnic minority boys
To reduce the number of homophobic incidents	PPLs to continue to monitor, record and report homophobic incidents to SLT. Assemblies, guest speakers and mentoring for all boys.		Governors Pupil Progress, Achievement, Welfare and Guidance Committee	A reduction in homophobic incidents.
Continued analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Inclusion Manager to continue to analyse vulnerable pupils. Inclusion Manager to complete Pupil Profiles for vulnerable children within the groups where applicable		Governors Pupil Progress, Achievement, Welfare and Guidance Committee	School will be able to ensure appropriate planning provision for vulnerable groups both inside and outside of the curriculum
Support and tailor provision for pupils displaying complex learning needs	Inclusion Manager to continue to identify pupils with complex learning needs. Inclusion Manager to complete Pupil Profiles for vulnerable children within the groups where applicable		Governors Pupil Progress, Achievement, Welfare and Guidance Committee	Children with complex learning needs achieve in line with their KS2 results.
To continue to monitor and analyse pupil achievement by race and disability and act upon any trends or patterns in this data that require additional support for pupils	Data manager to use school data to identify trends in the achievement of the specific groups for the purposes of identifying appropriate support.		Governors Pupil Progress, Achievement, Welfare and Guidance Committee	School will be able to provide additional support for pupils in specific groups. All children irrespective of race and disability achieve in line with their KS2 results.
To continue to monitor and support attendance of all groups of children at the school	Data manager and AHT for Attendance to use school data and MIS to monitor attendance of all groups. Strategies to improve attendance (see Attendance Strategy).		Governors Pupil Progress, Achievement, Welfare and Guidance Committee	Improved attendance for all groups.

<p>To ensure the school's environment is as accessible as possible to pupils, staff and visitors</p>	<p>Finance and Resources Manager to work with Health and Safety Advisers to identify any areas for improvement of accessibility. PEEPs implemented for children and staff who have difficulty accessing parts of the building.</p>		<p>Governors Buildings, Finance and Personnel Committee</p>	<p>Any areas for improved accessibility are identified and measures put in place where appropriate, including PEEPs for pupils and staff.</p>
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