



PETTERIL BANK COMMUNITY SCHOOL Equality Policy



Legislation

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- ❑ Eliminate discrimination;
- ❑ Advance equality of opportunity; and
- ❑ Foster good relations.

Petteril Bank School understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- ❑ Age;
- ❑ Disability;
- ❑ Race, colour, nationality, ethnic or national origin;
- ❑ Sex (including transgender);
- ❑ Gender reassignment;
- ❑ Maternity and pregnancy;
- ❑ Religion and belief;
- ❑ Sexual orientation; and
- ❑ Marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- ❑ Publish equality information - to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- ❑ Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. This may include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we may include work in this area.

Our Ethos

Our school is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

Addressing Prejudice Related Incidents

Petteril Bank School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority.

Objectives

In achieving compliancy with the Act, objectives are set for two years with specific targets for each year. The current objects are appendix 1.

Petteril Bank School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

The current objectives are appendix 2.

Responsibility

We believe that promoting equality is the whole school's responsibility. We promote equality by a range of measures which may include:

- (a) for pupils - implementation of policies on equal opportunities (including special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on recruitment and selection, pay and code of conduct policy;

- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities.
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.
- (g) encouraging all stakeholders in indentifying and understanding equality barriers and recognising the impact on education.

Monitoring and review

This policy is monitored on a regular basis by the head teacher, who reports to governors about the effectiveness of the policy on request. The equality policy is the governors' responsibility and they review its effectiveness.. They do this by discussion with the head teacher. The policy will be reviewed every two years

This policy was agreed by the governing body on 13th October 2015

Date of next review October 2017

Signed _____(On behalf of the Governing Body)

EQUALITY OBJECTIVES 2014- 2016

	<u>Action</u>	<u>Monitoring</u>	<u>Responsible person</u>	<u>Review 2015</u>
Gender equality Duty	To increase the take up of girls sports in school - 20% more girls will take part in competitive competition. 2014- 2015 A girls netball team established. 2015- 2016 A girls football team established We will continue offer a range of activities that appeal to both boys and girls and where possible field mixed gender teams to competitive events.	Review impact of different sports activities have on the number of boys/girls attending the events. Team games played by girls	Miss L Woods Miss H Cowling	Girls netball team established, however competitions still played in a mixed team
Gender equality duty	Narrow the gap in achievement between boys and girls writing. 2014 - 2015 To narrow the Average Points Score difference to 0.5 from 1. 2015 -2016 to narrow the Average Points Score difference to 0.2 from 0.5	Tracking information to be used to monitor achievement.	Mrs J Hodgkins and SLT	Reviewed when data available
Community Cohesion	To increase to the number of multi-cultural experiences in school to develop awareness of different communities and religions. 2014 -2015 3 multi-cultural experiences during the year 2015- 2016 5 multi-cultural experiences during the year	Review impact of activities as they occur.	Mrs J Nicholson	Experiences impacted on children's awareness of different cultures and religions.

Appendix 2.

Accessibility Plan 2015- 2018

Improving access to the building					
	Targets	Actions	Timescale	Responsibility	Outcomes
1.	Improve signs in the entrance to include different languages used in school.	a) Put up clear signs in different languages and formats.	By Jan 2016	School Secretary/ Headteacher	All parents/carers visitors feel more welcome.
Improving access to the curriculum					
	Targets	Actions	Timescale	Responsibility	Outcomes
1.	Continue to increase confidence of staff in providing additional support for children in school	Areas for CPD developed Training for TA's for phonics.	By July 2016	SLT	Raised confidence of staff when teaching children with specific needs.
2.	Ensure all staff are aware of disabled children's curriculum access requirements when they join the school	a) Set up system of individual access plans for disabled children. b) Set up system for information sharing with appropriate staff	Reassess as new children join the school	SENCO	All staff aware of individual pupils' access needs.
3.	Children with English as an additional language have support to develop English skills to enable them to access the curriculum.	Dual language books available Small group language support to meet needs of individual children	On-going	SLT	All children develop secure English language skills
Improving access to the curriculum					
	Targets	Actions	Timescale	Responsibility	Outcomes
1.	1.Review information provided to parents/carers to ensure it is accessible. Use of translations for letters	a) Ask parents/carers about access needs when child is admitted to school b) Produce newsletter in alternative formats	Annually	Administration	All parents getting information in format that they can access