



Hope School and College

# Equality Plan

## **EQUALITY PLAN**

### **Overarching statement**

- In accordance with our vision statement and philosophy we pledge through school and college ethos, curriculum, employment practice and management to :
- Respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to ethnicity, religion or belief, gender, gender identity and gender reassignment, pregnancy and maternity, and disability.

## **Statutory Requirements**

We recognise our general responsibilities under the 2010 Equality Act to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above.

As a public body, we are also required by the public sector equality duty under Section 149 of the Act to pay due regard to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

The information we publish annually, and the equality objectives below, indicate how we address this duty.

The access plan below addresses our duty under section 88 of the Act.

## **Who is responsible?**

The governors are responsible for:

- Making sure the school complies with the relevant equality legislation
- Making sure the school Equality Scheme and its procedures are followed.
- Ensure that the policy and its procedures and strategies are implemented and monitored with appropriate impact assessments forming future plans
- Scrutinise the recording and reporting procedures on an annual basis
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the governing body
- Involvement in dealing with serious breaches of the policy

The head teacher is responsible for:

- Implement the policy and its strategies and procedures
- Implement strategies for staff to access appropriate and relevant continuous professional development
- Making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- Enabling reasonable adjustments to be implemented, in relation to disability, in regard to pupils/students, staff, parents, carers and visitors to the school.
- Dealing with reports of hate-incidents

All staff is responsible for:

- Dealing with racist, homophobic and other hate-incidents;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good race relations;  
Through practice and curriculum experiences.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with the law on discrimination;
- Taking up training and learning opportunities.

Visitors and Contractors are responsible for:

- Are responsible for being aware of and respecting the equal rights of all members of the school community.

## **Staff Development**

Staff will attend to relevant and appropriate professional development and training as when necessary;

- Specific identified needs of current cohorts of pupil/student
- Rolling programme of generic training
- Governor training needs
- Remain vigilant in all areas for any type of harassment and bullying

### **Reviewing, monitoring and evaluation tools are:**

- SEF
- Policy review as part of Governor responsibility
- Review of individual Health Care Plans
- Data analysis of pupil/student
- Communication between all staff members

## **Equality Information**

Under the Equality Act 2010 (Statutory Duties) Regulations 2011 we will gather appropriate information on pupils/students and others including members of staff, with protected characteristics that are affected by school policies and practices. The purpose of gathering this information is to ensure that we are furthering the three aims of the public sector equality duty:

- Internal data
- Local data
- National data

We use this information to:

- Inform future planning
- Monitor, assess and adapt practice where appropriate
- To inform / consult with the wider community / governors
- Identify future training needs
- To review policy documentation

## **Equality Reporting**

Throughout the year under the 2010 Equality Act ( Statutory Duties) regulations 2011 we will publish information to inform how we are furthering the three aims of the public sector equality duty. This will be published as appropriate via either website, prospectus , newsletter.

### **Race Equality Plan**

#### **Introduction**

This plan sets out how Hope School and College will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Wigan Council procedure for reporting racist incidents involving pupils in schools.

#### **Ethnic monitoring**

- The school will use the Wigan MBC arrangements and procedures to monitor all children on roll and adult employees.
- We have high expectations of all our school community.
- We monitor a range of data to make sure that all pupils are making the best progress possible, and no groups of pupils are underachieving.

We monitor:

- Admissions
- Attainment
- Exclusions
- Rewards/Sanctions
- Parental and pupil surveys.

#### **Impact Assessment**

Equality impact assessments will be conducted on all school policies as reviews take place over the next three years.

These will include:

- Admissions
- Home/School agreements
- Attendance
- Inclusion
- Curriculum

#### **How policies and practice are monitored**

- Teaching and learning in action
- Inclusion
- Admissions
- Parental and pupil questionnaires
- Employee profile

#### **How information gathered is used**

- Evaluations based on the above monitoring and reported to the governing body. The governing body will report separately to the community.
- Relevant information placed in school prospectus;newsletters;website

**Staff development**

- The school has an annual CPD plan to support the priorities in the SIP plan, the Excellence and Enjoyment and Every Child Matters Agenda the school will make use of the Wigan CYPS the Equality and Diversity officer in supporting staff development.

## Disability Equality Plan

### Introduction

This plan sets out how Hope School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

### 2. Involvement of disabled people

The plan was formulated by meeting with students at Hope school, the Student council; Wigan sensory support team; disabled parents network; Hope school parents group and all Hope school departments. The outcomes of this were to a pro-active approach including

- Recruiting disabled governors
- Staff training
- Resource implications for schools.

### 3. Impact Assessment

Disability Equality impact assessments will be conducted on all school policies as reviews take place over the next three years.

These will include:

#### Admissions

- Home/School agreements
- Attendance
- Inclusion
- Curriculum (PE)
- Educational visits
- Asset management Plan/Access Plan

## Gender Equality Plan

### Introduction

This plan sets out how Hope school will work to promote gender equality.

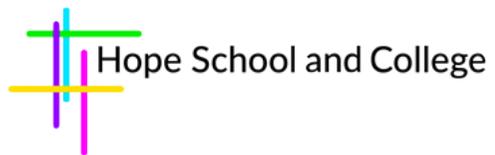
This plan addresses our specific duties under the Equality Act 2006.

### Impact Assessment

The following policies/plans are to be assessed over the next 3 years.

	<b>Actions</b>	<b>By whom</b>
Eliminate unlawful sex discrimination	<p>Equal pay rights- schools follow Wigan MBC, how does this impact on school work force.</p> <p>Pay revues.</p>	SMT
Eliminate harassment related to gender	<p>Domestic violence pack</p> <p>Awareness of types of sexist and sexual harassment.</p> <p>Setinel reporting.</p> <p>Review of curriculum and out of school practices.</p>	SMT/teaching staff

<p>Promote equality of opportunity between men and women</p>	<p>Invite parents with non-stereotypical jobs to assemblies.</p> <p>Avoid gender stereotyping when inviting visitors to school. Consideration given to activity leaders and staff representation in out of school clubs.</p> <p>Ensure that school events consider the needs of working parents.</p> <p>.</p>	<p>Teaching staff</p>
<p>Other actions required (please list) e.g. curriculum, attainment or pay gap</p>	<p>Lessons plans are shared on school intranet</p> <p>Lessons promoting healthy relationships provided by the PSHE team.</p> <p>Use carefully selected materials in curriculum planning that avoid stereotyping and derogatory images, and promote positive role models.</p> <p>Monitor attainment in boys and girls throughout the school.</p> <p>Ensure sports activities are open to all students.</p> <p>Address needs and preferences – survey students in each department regarding lunchtime activities</p> <p>SRE programme to include sessions on mutual respect in relationships.</p> <p>Staff training 'Gender issues in the classroom'</p>	<p>Fran McCaul/teaching staff</p>



**Gender monitoring**

- Individual schools monitor attendance at school functions.
- Questionnaires to monitor attitudes to learning.

**How information gathered is used**

- Staff meetings / discussion / parents / staff / student evaluation and feedback
- In context of school improvement

**Staff development**

- CPD in conjunction with school / L.A. / Government development

**Equality Objectives**

	<b>Actions</b>
Promote equality of opportunity between disabled persons and other persons	See accessibility plan
Eliminate unlawful discrimination	Implement changes identified by impact assessment processes.
Eliminate harassment related to disabilities	Sentinel- addressees bullying because of disabilities
Promote positive attitudes to disability	Display of LA statement. Use/acquire curriculum resources that reflect an inclusive society. E.g. 'Different but Equal' 'resource pack, recommended books, DVDs.

Encourage participation by disabled people	Invite individuals with disability to address staff meetings E.g. rep from disability parents network
Take steps to take account of disabled people's disabilities	<p>Make reasonable adjustments for staff members with disability...become familiar with 'Access to Work' scheme.</p> <p>Ensure that all forms of home/school communication are available to parents/carers in formats accessible to all – written; audio; via telephone; appropriate visits to home etc. Environmental audit to be carried out by sensory support team.</p>
Address acceptable and unacceptable behaviour	<p>Implement policy procedures and strategies.</p> <p>Celebrate good behaviour.</p> <p>Implement Code of Practice ( Pupil and Staff)</p>
Policies and procedures reviewed and amended with reference to the promotion of equal opportunities.	Through review cycle
Support services are used effectively	Implement as appropriate in conjunction with needs / IDP / EHCP
Staff can access appropriate training	Through Appraisal process and via whole school improvement and continuity
Staff training is led by appropriate lead professionals	Ensure appropriate trainer leads sessions

Analyse pupils/students achievement and attainment	Ongoing
To ensure curriculum material is appropriate and does not reinforce prejudices	Check lesson planning and lesson implementation via learning walks / lesson observation
Ensure Health Care Plans are established and adhered to on entry to school and/or college as appropriate	Adhere to Induction practice
Ensure robust policies and practices promote equality and inclusion.	Continuous on reviewing of policy documentation
Ensure communication between home / school is appropriate	Continue to liaise with parents to ensure continuity of appropriate communication
Ensure the School Council is involved in the promotion of equality and opportunity	Ensure cross section of ages / abilities / gender are represented at school council
When recruiting consider all candidates irrelevant of gender, race and disability	Follow protocol, practices and procedures
Recruitment, appointment and pay policies have been adopted by governors and that protocol is strictly adhered to	Adhere to policy recommendations
All visitors are aware of policies / protocol e.g. signing in procedure	Ensure protocol is adhered to at all times

**Access Plan : 2017 – 2018.**

	<b>Actions</b>	<b>Success Criteria</b>
Improvements in access to the curriculum	To continue to develop and implement the new pathway curriculum model for school and college	<p>Cohesion and confidence to promote a secure system across all classes where any anomalies can be addressed</p> <p>A more personalised curriculum tailored specifically to every individual ensuring maximum learning and progress through holistic, creative and flexible strategies</p>

<p>Physical improvements to increase access to education and associated services</p>	<p>All building projects to be monitored to ensure the school continues to be designed to meet the needs of all students</p> <p>In construction of mobile to manage additional pupils ensure that access to and from building is both safe and complies with safety regulation</p> <p>In addition that hygiene suite installed is compatible to meet the needs of pupils in the mobile building</p>	<p>Both school and college provision meets with full health and safety regulations in conjunctions with being 'fit for purpose' in respect of meeting the needs of all pupils and students</p>
<p>Improvements in the provision of information in a range of formats for disabled pupils</p>	<p>To attain Autism Accreditation</p>	<p>Recognition as an accredited centre for Autism provision.</p>

