

Hope School and College

Equality Plan

Equality Scheme

To cover Race, Disability, Gender (including Gender Identity), Religion or Belief and Sexual Orientation

Statement

In accordance with our vision statement, mission statement and school aims, we pledge through our school ethos, curriculum, employment practice and management of incidents to;

- respect the equal human rights of all our pupils/ students
- educate them about equality
- respect the rights of our staff and other members of the school community

In an appropriate manner, we will use relevant equality information and work towards the equality objectives we identify, in relation to;

- race
- religion or belief
- gender,
- gender identity
- gender reassignment
- pregnancy and maternity
- disability
- sexual orientation

Statutory Requirements

We recognise our general responsibility under the Equality Act 2010 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 the need to:

- a) eliminate unlawful discrimination.
- b) advance equality of opportunity
- c) foster good relations.

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

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

Responsibilities

The governing body as a whole are responsible for;

- In general, making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer
- In general, making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010
- In particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:

- gathering and publishing the required equality information annually
- drawing up, publishing and implementing the school's equality objectives on a regular cycle

The Headteacher is responsible for :

- Making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities.
- Making sure the governors, staff, learners/students and their parents and carers are aware of equality issues as relevant
- Making sure all staff know their responsibilities and receive training and support to carry these out.
- Taking appropriate objective in cases of harassment and discrimination, including identity-related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to pupils/ students, staff, parents and carers and visitors to the school and college

All staff are responsible for:

- Avoiding unlawful discrimination, harassment and victimization.
- Promoting equal opportunity in their work
- Fostering good relations between groups
- Dealing with identity related incidents, whether or not they amount to bullying
- Being able to recognise and tackle bias and stereotyping
- Taking up relevant professional development opportunities The Headteacher is responsible overall for:
- Dealing with reports of hate incidents

Visitors and contractors are responsible for:

- Following relevant school policy

Staff Development

Staff to attend relevant and appropriate professional training as and when necessary.

- Staff training related to the specific identified needs of the current pupil population
- Rolling programme of generic training
- Provision of mapping of staff
- Governor Training needs

How are policies to be monitored?

Reviewing, monitoring and evaluating tools are:

- SEF
- Policy review as part of Governor responsibility
- Review of equality objectives
- Review of Individual Pupil Targets
- Review of individual health care plans
- Talking / observing / consulting with all stakeholders
- Analysis of Pupil Progress Data

Equality Information

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will gather information on pupils and others, including 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

The information relates to the protected characteristics of learners / students and others e.g. parents who are affected by school practice. The source of this information is both quantitative:

- Internal data
- Local data
- National data

And qualitative (comments resulting from engagement with relevant people);

- Surveys
- Complaints
- Focus groups
- Interviews
- pupil / student voice

How information gathered is used:

- To inform future planning
- To adapt practice
- To inform / consult with the wider community / governors
- To identify future staff training needs
- To review policies

Equality Reporting

At a regular and appropriate time in each school year under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty. This information will be published in a manner and formats that are reasonably accessible to the public e.g. website, prospectus, newsletter etc.

From the information published in this report, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010;

- Eliminating discrimination and harassment
- Advancing equality of opportunity
- Fostering good relations between people from different groups

Possible Headings about which to make judgements are:

- Access
- Attendance
- Attainment
- Identity-related bullying
- Behaviour issues
- Exclusions
- Home/school links

Public Sector Equality Duty (PSED)

PSED requires public bodies to have due regard to the need to: • Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act. • Advance equality of opportunity between people who share a protected characteristic and people who do not share it. • Foster good relations between people who share a protected characteristic and people who do not.

OBJECTIVES:

To ensure all aspects of equality issues are addressed through our very diverse and individualised curriculum content using individualised strategies of communication and understanding and where and when appropriate including

Objectives	Outcomes
Deliver PSHE curriculum through school pathways	<ul style="list-style-type: none"> ▪ Planning through school intranet demonstrates relationships between ethnic groups.
Ongoing review of policies and documentation to reflect equality	<ul style="list-style-type: none"> ▪ Monitored through planning documentation
Ensure correct policies and practices are implemented.	<ul style="list-style-type: none"> ▪ Rolling programme of policies addressed re: monitoring, assessing and evaluation process
Invite visitors from different cultures, communities, disability groups etc into school re: <ul style="list-style-type: none"> - Curriculum topic - Themes - Celebrations etc 	<ul style="list-style-type: none"> ▪ Evidence: <ul style="list-style-type: none"> - Arts Week - Themed days - Assemblies - Curriculum planning (Geography / R.E. / Arts / Sports etc) - Special days – Red Nose Day / Children in Need

<p>Enable pupils and students access to a diverse range of stories/information across all sectors.</p>	<ul style="list-style-type: none"> ▪ Build up a bank of relevant books, equipment and resources i.e. Sensory stories / specialized and adapted equipment and information.
<p>Actively promote and encourage pupils and students to integrate across all sectors</p>	<ul style="list-style-type: none"> ▪ Evidence in reports/records of meetings / photographs etc
<p>Ensure trips / residential are fully inclusive and accessible to all our pupils and students</p>	<ul style="list-style-type: none"> ▪ Risk assess: <ul style="list-style-type: none"> - Travel arrangements - Personal hygiene areas - Eating areas - Access in and around designated visit/residential
<p>Actively promote school code of conduct and practices by staff modelling excellent practice</p>	<ul style="list-style-type: none"> ▪ Good behavior and practices observed around school and college. ▪ Politeness and respect observed when communicating with each other.
<p>On-going Team Teach training and strategies to support behaviour.</p>	<ul style="list-style-type: none"> ▪ Trained Behavior staff to support ongoing strategies where appropriate. ▪ Staff aware of legislation and safe practices.
<p>School Council to reflect a cross section and the diversity and needs of pupils and students we cater for</p>	<ul style="list-style-type: none"> ▪ List of School Council Committee ▪ Minutes of committee meetings