



**BARKING ABBEY SCHOOL**

# **EQUALITIES POLICY (PLAN) AND EQUALITIES OBJECTIVES**

The Resources Committee of Barking Abbey School adopted this policy in June 2013.

The objectives will be reviewed annually.

# EQUALITIES POLICY

## Context

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

The following policy guidance and exemplar equalities action plan are intended to support schools to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

## Equality and the Law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race,
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics.

## **Equality Policy**

### **Equalities Mission Statement**

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

### **Implementing the Equality Mission Statement**

#### **Providing High Quality Teaching and Learning**

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use support to groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

#### **The Central Role of All School Staff**

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

## **The Role of the Headteacher**

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

## **The Role of School Governors**

The school governing body will set out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

## **Development of the Equalities Plan**

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by utilising:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings and/or governors' parent-consultation meetings.
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school. What feedback from students was gleaned?
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

## **Review of progress and impact**

Our School Equality Plan has been agreed by our Governing body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

## **Publishing the plan**

In order to meet the statutory requirements to publish a Single Equality Scheme we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

## Appendix 1 – Exemplar School Equalities Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Equality Legislation must be included in the action plan below.

For further examples of actions please see Appendix 2.

Objective(s)	Action(s)	How will the impact of the action be monitored?	Person(s) responsible	Timescales	Success Indicators
Establish effective systems to communicate the school's equality duties.	Disseminate the School Equality Plan through the school website, newsletter, staff meetings.	<p>Include questions relating to the School Equality Plan in the annual survey of parents, students and staff.</p> <p>Discussion with pupils during student voice meetings.</p> <p>Discussion with staff through surveys and meetings.</p>	Headteacher	(enter date immediately after Governing Body approval of scheme)	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays, etc.</p> <p>Parents show positive response through the annual surveys.</p>
To ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	School data manager	Termly	Analysis of teacher assessments / annual data demonstrates the performance gap is beginning to narrow for vulnerable groups.
That there are sufficient opportunities within the school's curriculum to address equalities issues.	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Student voice meetings and annual survey	Curriculum Coordinators		Positive response in surveys and student voice meetings.

Ensure that disabled pupils are fully represented	Recognise and celebrate the achievements of disabled pupils and ensure participation in school activities Closely monitor the progress and achievement of every disabled child Ensure that challenging targets are set for disabled children	Analysis of school rewards profile.  Assessment and tracking data. Progress towards meeting targets.	Designated staff members		Achievements recognised and celebrated as per school rewards structure Progress towards targets is good / targets met or exceeded.
The school environment promotes diversity	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability.	Monitor pupils' responses to the school environment in school surveys. Monitor staff response in annual survey	Headteacher		Diversity reflected in school displays across all year groups.  Pupils' report positive impact of displays.
All pupils are encouraged to make a positive contribution to the life of the school community.	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities.	Analysis of participation rates.			Participation rates include vulnerable groups / individuals.
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities. Report incidents to the governing body and local authority.	Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body		School staff respond quickly and appropriately to all instances of racism, victimisation and harassment. Nil reporting is challenged by the Governing Body. Low frequency of incidents.

## Appendix 2 – Examples of further actions for the Equalities Plan

- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents meetings etc;
- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users);
- Actively seek to recruit disabled people to the school and support them in their work and career development, and ensure the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make responsible adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;



- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsibility action – for example through the new ‘identity and Diversity: living together in the UK’ strand of citizenship education.
  - Develop and adapt school procedures on anti-bullying to include equality perspectives;
  - Support staff trained and supported to challenge and address any bullying and harassment incidents;