



ALSOP HIGH SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

(PUBLIC SECTOR EQUALITY DUTY)

STATEMENT FOR PUBLICATION

School Equality Scheme

2013 - 2020

This is a working document which will be monitored and reviewed annually.

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1. Policy statement

- a) We will:
- respect the equal human rights of all our pupils;
 - educate them about equality; and
 - respect the equal rights of our staff and other members of the school community.
- b) As we review our school policies and practices we will consider their impact and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - SEN,
 - sexual orientation, and
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

2. School Practice

The attached appendix contains details of current school practice in:

- Pupils' attainment and progress
- The quality of provision – Teaching and Learning
- The quality of provision – The curriculum
- The quality of provision – Guidance and Support
- Behaviour and Attendance
- Partnership with pupils, parents, carers and the wider community
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3. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. .

The access plan in Section 12 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 13 below addresses our duty under

Education and Inspections Act 2006.

4. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the staff and governors of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)

The school population is mainly white with a minority from other ethnic origins. It is broadly representative of the Walton, North Liverpool area but not of urban areas throughout the country.

- Religion/belief context of the school (local and national)

The majority of the school populations indicate their religion as Christian; again broadly similar with the local position but not necessarily the same as other urban areas in the country.

- Socio-economic context of the school (local and national)

The school population is in the 80th percentile on the school deprivation indicator contained within RAISE online 2013 summary report.

- Current issues affecting cohesion at school, local and national level

There are no negative issues of cohesion at the school. It is a happy place for students and staff.

5. Responsibilities

Our Headteacher, Senior Leadership Team and the Governing Body take the lead in:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion 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 prejudice-related incidents.

- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher and/or Deputy Headteacher's and nominated senior staff are responsible for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

6. Staff development

Appropriate staff will continue to attend LA training and updates on Equality, Diversity and Community Cohesion.

This policy will form part of the school handbook provided for all new staff and will be discussed with the HR Manager as part of the induction process.

7. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2016.

8. Reporting on progress and impact

A report on progress with the actions listed below will be published via the school website. It will also be available in writing, on request. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

Examples of impact assessment and action:

1. Identification of issues re changing the lunch time. Action: Funded free breakfast to all students.
2. Identification of poverty restricting access to trips. Action: Either part or full funding of trips

9. How we conduct equality impact assessment

Whenever any policy documentation or other school procedures and practices are reviewed we will carefully consider any potential impact in terms of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Where an issue or potential issue is identified an equality objective will be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

10. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data

Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data

- Attainment and progress data for all groups of pupils
- Attendance Data for all groups of pupil
- Data on representation of different groups in ability sets
- Data on participation of different groups in extra-curricular activities
- Survey data from children and parents

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation
- iii. . foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

11. Equality Objectives 2013 – 16 (To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
1. To continue to employ staff on their ability to perform the designated role effectively.
2. To continue to treat all children and adults with courtesy, respect, integrity and dignity.
3. To continue to ensure all children progress and achieve with equality.
4. To continue to challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.

12. Access Plan 2013 - 16

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<ol style="list-style-type: none">1. Alternative on-site curriculum provision for students when this is deemed appropriate for the student.2. Ensure provision in place to support curriculum delivery for relevant students e.g. braille worksheets, examination papers etc.3. Dedicated SEN provision to enable all students' equal opportunities.
ii. Physical improvements to increase access to education and associated services	<ol style="list-style-type: none">1. Improve independent access for students with a disability e.g. yellow visibility markings for visually impaired students.

13. Community Cohesion Plan 2013-16

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	Access to all facilities for all students'
ii. Equity between groups in school, where appropriate	Funding streams are identified to enable pupils in various cohorts such as pupil premium students', Most Able, etc...
iii. Engagement with people from different backgrounds, inc. extended services	After school and visits programme and CEIAG programme enhanced.

Appendix

Pupils' attainment and progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

Students whose needs are best matched through an alternative personalised pathway may do so with the support of our Access Centre.

Any Year 7 student starting with KS2 ability will be given additional support within our Rainbow Group.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- pupils learning English as additional language pupils
- from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental preferences.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

At Alsop exclusions are extremely rare but are reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of all pupils. In exceptional circumstance (long-term medical conditions) individual support plan will be implemented.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and use various strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be provided in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action when SEN is identified.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

The school works with the LA to ensure that our school's admission process is fair and equitable to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and LA guidelines.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality will be incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images of all representations of society.

Linguistic Diversity

At Alsop a small number of children speak languages other than English. We welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development.

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays