



*Burscough Priory
Science College*

EQUALITIES POLICY

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The policy outlines the commitment of the staff, students and governors of BPSC to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At BPSC, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

Equality and Diversity

“At Burscough Priory we have a strong belief in the importance of equality and diversity among our students. We have equal opportunities and are not discriminated against because of gender, age, race, sexuality or religious beliefs.

Boys and girls are treated equally and fairly within the learning environment with every student having the opportunity to study whichever subject they desire in our broad curriculum despite age or gender. An example of this equality is shown when selecting students to attend some school trips, such as those abroad. The process for this is ‘names out of the hat’ which allows a fair selection of students.” Year 11 student.

Homophobia and racism is not tolerated and instead we are encouraged to develop our understanding of people from different background and with different beliefs. Because of this students are able to co-operate and coexist within a productive, safe and comfortable learning environment.

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation. Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural dialogue and understanding and engage all students in playing a full and active role in wider engagement with society.

COMMENTS

The school is a mixed 11-16 community comprehensive school with a capacity for 720 students serving Burscough and the surrounding villages. Approximately 65% of the students come from Burscough, and the socio-economic background is varied, covering rural, semi-rural and urban locations. The school has a low index for deprivation and attracts students from a wide area. The number of FSMs is currently 55 (7.5%). The average multiple deprivation index is B, with health D and crime A. Overall, the students come from wards with middle ranking levels of deprivation. For example:

- Currently 377 boys and 359 girls are on the school role
- The linguistic profile of the school is majority English three student , English as their second language .
- The number of pupils with a known disability the school has on roll is 6.
- The school is physically accessible.
- We currently have 3 children in care.

We have 3 Students from the Romany ,gypsy, traveller community.

- *I'm really happy for her! And really pleased that BPSC have chosen to recognise her in this way!*
-
- *I told Big Boss Man, and he immediately asked if we could feature her in our newsletter. County advisor. 2015*

3 Ethos and Atmosphere

- At BPSC school, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children and community through planning of assemblies, classroom based and externally based activities, reflexion times during form tutor group and open morning reflexion groups.

DEPRIVATION

Overall, West Lancashire is ranked 141st out of 354 local authorities in England. This places it within the 40% most deprived districts nationally. However, varying levels of deprivation can be found within the Borough. The majority of the most deprived areas are found within Skelmersdale although Burscough does have small pockets of high deprivation.

At sub-domain level, Burscough has pockets affected by income, employment, health and education deprivation. The Council do not have any official, permanent or transit pitches for gypsies and travellers at present. There is an unofficial site for Travelling Showpeople and these children are presently on role at Burscough Priory.

18% of West Lancashire's workforce has a degree (or equivalent) or higher. This compares to a regional figure of 17% and a national figure of 20%, placing it roughly on par with its counterparts. The highest proportion of people with Level 4 qualifications (degree level) or higher are found at Aughton, Parbold, Newburgh and Wrightington – these are dormitory settlements used predominately by commuters to other areas. Burscough has a fairly even mix of qualification levels. This information helps support driving change within the school community.

4 Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

SLT in collaboration with the school community and Governing body.

“ I feel that as a Burscough Priory student, we are all treated evenly despite our beliefs or backgrounds, for example if we ever had a problem, we know that we could go to any member of staff on the premises for support on the matter and they could help us find a solution or give us the necessary help we need.” Year 10 student

Monitoring and Review

BPSC is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential. For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected. We ensure that these are analysed by ethnicity, disability, or sexual orientation, gender, free school meals (FSM) Pupil premium.

We collect and analyse the following equality information for our pupils/students:

From an attendance monitoring point of view User Defined Groups are set up using the SIMS system;

- Free School Meals
- Ethnicity
- Young carers
- Children looked after
- Triple A Students
- New Admissions

- Statement
- School Action Plus
- School Action
- Gender
- Pupil Premium
- Service children

to enable monitoring of;

- Attendance
- Broken weeks
- Patterns of absence (same day absences each week)
- Persistent Absentees (as defined by the DfE)
- Whole School by Year Group attendance (weekly, half termly, termly and yearly)

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, prejudice sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

BPSC is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse the following profile information for our staff and governors:

Applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, attendance at parent's evenings.

This information is delivered in strict confidence and we expect this to be adhered to.

We have identified the following issues from the analysis of the data:

No governor information collected.

The School Attendance Officers consider all absences are a priority. However varying levels of attendance are responded to in differing ways i.e.

- First day unexplained absence – contact with parent/carer/possible home visit
- Third day follow up explained absence and continuing unexplained absence/possible home visit
- Weekly monitoring of students with below 90% attendance
- Meet with individual students
- Correspondence to parents of students having broken weeks/persistent absence
- Parents/carer invited to meeting in school
- Fixed Penalty Notices
- Preparation of witness statements for prosecution purposes

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation is Dr Clarke their role is to: Headteacher

- Lead discussions, organise training, update staff in staff meetings and briefings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

6 Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour

- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development in a mutual supportive coaching environment.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school does place a very high priority on the provision for special educational needs and disability. We will to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupil.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Ethos and Atmosphere

- At BPSC, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- There should be an openness of atmosphere which welcomes everyone to the school.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Curriculum

At BPSC, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

'When ordering new resources and materials consider how they show equality'

The provision of good quality resources and materials within BPSC is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of school community.

Language

We recognise that it is important at BPSC that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- creates the conditions for all people to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers,) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils.

1 student has English as a second language at BPSC in 2015

We undertake at BPSC to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and Traveller Children.
- Advanced bi-lingual learners.
- Use first language effectively for learning.

I thought it might make it easier for you to attend, and would be a good opportunity for BPSC to show off the excellent work it does with its Traveller community! County advisor 2015

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community

We work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles and Responsibilities

Dr Clarke will be responsible for undertaking action in relation to the Policy and Action Plan.

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.

- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

BPSC is required by law to make sure that when we buy services from another organisation they will help us to provide high quality education, and will comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. This will be monitored by SLT and the Governing body.

Publicising the Policy and Plan

This Policy is a public document and will be made available to any interested stakeholder and will be publicised on the website and on the internet, includes school website, staff and parent newsletter, induction booklets, distribute to local community and voluntary groups.

Annual Review of Progress

We are legally required to report annually on our progress and performance in respect of this policy covering ethnicity, disability and gender and to report annually on your progress to improve access for disabled pupils, including access to the curriculum, physical access and access to written materials. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation. An annual review and update of your action plan will formulate the basis for your report.

The policy has a life span of three years and therefore you must be reviewed and revised as part of a three-year cycle.

Appendix – Equality Legislation Guidance

What does a school need to do?

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty

What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

Substantial (more than minor or trivial) adverse long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

- From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme
- Set out in their scheme:

how disabled people have been involved in its preparation their arrangements for gathering information on the effect of the school's policies on:

- the recruitment, development and retention of disabled employees.
- the educational opportunities available to and the achievements of disabled pupils
- the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- the steps the school is going to take to meet the general duty (the school's action plan)
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between male and female pupils and between men and women.
- Promote good relations.

Specific duties.

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

The ECM is a place where I can talk to people who want to help so I don't feel alone.

Y10 student- Transgender

What we monitor and review to inform the Equality Policy

As a provider of education to young people	As an employer	As a provider of services to the wider community
<p>The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using Raise, External Results, Progress Tracker)</p> <p>Provision and progress of Children with Additional Educational Need. (Using EHCPs, Annual Reviews)</p> <p>The behaviour and rewards received by different student groups and the variations between these groups within school. (Using Behaviour Logs,, Exclusion Records)</p> <p>Provision and progress of Children who are Looked After. (Using all of the above)</p> <p>Attendance for all groups of learners. (Using daily/ weekly monitoring data)</p> <p>Students contribution to the community</p> <p>Student involvement in after school activities</p> <p>Changes in student attitudes (Using surveys following specific targeted events)</p> <p>Bullying Incidents (Using Register of Bullying Incidents)</p> <p>Racial Incidents (Using Racial Incident Log)</p> <p>Safeguarding Training</p> <p>Pupil voice questionnaires- safety and welfare</p>	<p>Applications for employment (Collected at Local Authority Level)</p> <p>Staff recruitment, retention and professional development</p> <p>Staff profile</p> <p>Governing body profile</p> <p>Attendance at staff training events (Attendance Registers)</p> <p>Disciplinary and grievance cases (Headteacher's confidential records)</p> <p>Staff appraisals/performance management EB</p> <p>Signposting of this document as part of our induction process for new employees.</p>	<p>The number of facilities that are hired throughout the year</p> <p>Who facilities are provided to and if they are part of any vulnerable/minority group</p> <p>Community users to ensure we are not indirectly discriminating against their needs</p>

Summary of the main achievements so far

	Race	Disability	Gender	Religion and Belief	Sexual Orientation
As a provider of education	<p>A low and falling number of racist incidents being recorded in school. Refresher training of all staff in how to recognise and deal with racist incidents during the last twelve months.</p> <p>Celebration of Black History Month (2009 - 2013)</p> <p>Assemblies and form time</p> <p>GRT community best practice school. – County.</p>	<p>Promotion of rights for those students with a disability and anti-bullying taught through PSHE programmes.</p> <p>Staff training on how to act promptly and to spot when a young person with a disability is being bullied and to know what to do.</p> <p>Provision of alternative safe places for vulnerable learners in social time.</p> <p>Annual review of Access Plan</p> <p>Improved facilities for disabled access.</p> <p>Promotion of Young Carers and additional pastoral support given to students who are identified as such</p> <p>Clear procedure for ensuring quality of education for those students with temporary disability e.g. students who need to use crutches due to a broken leg.</p> <p>Developed and promoted a wider range of after-school opportunities other than sport</p> <p>Explicit policy for Additional Support Needs linked to Equal Opportunities</p> <p>Tracking of students mental wellbeing</p> <p>Working with professional agencies</p>	<p>We have effectively supported students of families who have undergone gender reassignment.</p>	<p>Promotion of religious understanding through the compulsory RE curriculum</p> <p>Year 7 whole school visits to local religious temples.</p> <p>Consideration of requests made to vary school uniform for individuals based on religious observance.</p>	<p>Anti-Bullying Policy</p> <p>Same sex relationships taught as part of PSHE</p> <p>Homophobic bullying taught as part of PSHE</p> <p>Promotion of LGBTQ support group on year notice boards</p> <p>LGBTQ ambassador</p> <p>LGBTQ fully trained recognised school</p> <p>Transgender students select which uniform they prefer to wear.</p> <p>Single changing facility provided.</p> <p>Student quote “The ECM is a place I can talk to people who want to help so I don’t feel alone”</p>
As an employer	<p>No complaints or appeals about unfair discrimination based on race.</p> <p>Positive recruitment to the Governing body.</p>	<p>Additional coaching for employees with disabilities as and when required</p> <p>Provision of specific facilities as and when required</p>	<p>Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people</p>	<p>No complaints or appeals about unfair discrimination based on religion/or belief.</p>	<p>No complaints or appeals about unfair discrimination based on sexual orientation</p>

		<p>Adapting workloads to individual circumstances.</p> <p>For staff appointed with specific disabilities, plan additional induction arrangements which account for feedback relating specifically to the disability.</p> <p>(all actions ongoing)</p> <p>We do not ask how many days absence an employee has had in our reference request or ask employees health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.</p>	<p>who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.</p>		
As a provider of facilities		<p>Provision of a parking space for the use of people with disability</p> <p>Purchase of gym equipment for users with disability</p> <p>Adapted toilet and changing area for users of the gym with disability</p> <p>A range of dietary needs provided for in the dining hall.</p> <p>Identified disabled persons car parking space</p> <p>Visibly adaptation of school for visually impaired students</p>		<p>A range of dietary needs including vegetarian is catered for in the dining hall.</p>	

SINGLE EQUALITY SCHEME ACTION PLAN

R	D	G	SO	A	RB	SE	Results	Actions	Deployment	Assessment/ Evidence Source
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Equality policy and have awareness of their responsibilities.	Raise awareness of Equality policy Induction Staff Team meetings Curriculum and Pastoral Leadership .Directors	SLT – CPD – New Staff Induction Materials Curriculum Leaders Directors cascading	Lesson observations Staff questionnaire Complaints logs Staff question and answer during induction Destination data - impact student Questionnaires
✓	✓	✓	✓	✓	✓	✓	All students achieve in accordance with their targets with no significant gaps in attainment between groups	Termly monitoring of progress and intervention programme. Pp- impact statements	Curriculum Leaders- directors of faculty Directors of year	Coaching meetings Data analysis- TE .Lesson observations Progress Tracker
✓	✓	✓	✓	✓	✓	✓	All students maintain high levels of attendance with no significant variation in attendance between student groups	Monitoring and interventions	Deputy Head Ass Headteacher	Annual Attendance Report Attendance Certificates Prize assemblies
	✓						Learners make progress in line with expectation	Termly monitoring of progress and adjustment of interventions. Annual monitoring.	SENCo Deputy TE	Progress Tracker
						✓	Learners in receipt of FSM make progress in line with expectation Pupil premium closing the gap.	Provide breakfast and homework club for targeted students. Monitor progress tracker. Providing financial assistance for extra time activities and residential. Uniform support. PP bids and funding	Deputy Head. Agreed through Deputy Headteacher.	REAP Progress Tracker Trip assistance, Uniform Assistant Funds.
	✓						Students with disabilities are supported to ensure they can access a full range of extra-curricular activities available in school.	Identify barriers. Action plan prepared. Review.	Annual Student Questionnaire Pastoral/ Directors of year	Annual Reviews Results Behaviour panel meetings.
		✓					Male mentor	PP bid facilitates male mentor	ECM	Student Questionnaire Results Mental health analysis tracking data.
✓	✓	✓	✓	✓	✓	✓	Students understand that the school has a positive attitude to difference and diversity	Promote positive images of a diverse range of people. Assembly/Thought For Day programme – all Tutor slides	PSHCE	Stakeholder Questionnaires
						✓	Parents of young people in disadvantaged groups access our services equally.	Engaging hard to reach parents Review the format of parent consultations. Review positive rewards and postcard home schemes.	*Family Support Worker Pastoral Development	Inclusion Panel minutes Parent questionnaire Extended Services Attendance registers

								Extend family learning experiences. ECM Gov equality	Inclusion Panel	
✓	✓	✓	✓	✓	✓	✓	All policies do not impact adversely on any disadvantaged group.	Undertake Equality Impact Assessments during policy reviews and creation of new policies	SLT	Governing Body Reviews of policies
	✓	✓		✓			Access is maximized for all users and does not discriminate unfairly.	Review access plan.	Dr Clarke	Annual audit
	✓						To raise standard of literacy & numeracy	JD Nurture groups	JD	JD Results
	✓	✓				✓	To close achievement gap between groups of students in particular FSM and boys PP and school. Top boys	Impact	PP impact information.	Annual tracking data TE

R= Religion

D= Disability

G= Gender

SO= Sexual Orientation

A= Age

RB= Religion/Belief

SE=Socio-Economic