

Equality

SIR ROBERT GEFFERY'S EQUALITY ACTION PLAN 2012-2013

AIMS AND OBJECTIVES FROM THE SCHOOL'S EQUALITY POLICY ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored rigorously by race, gender, free school meal entitlement, children looked after, and by disability.
- Any trends or patterns in the pupil achievement data that may require additional action to narrow the gap are addressed;
- All staff, Governors, parents and children are aware of the school's Equality Plan;
- The talents of all pupils are recognised especially those children who fall into otherwise 'vulnerable groups'
- 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; pupils attending these activities reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress with their learning and their personal well being and development:
- 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).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable 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 responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education; through charity and fund-raising activities; through increasing pupil voice at The School Council and Eco Committee through and greater consultation with pupils.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender, disability or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

Objective	Action/Task	Resources	Timescale
For all staff/governors to receive Equality training	Equality training attended by all.	Staff meeting time GB training time	Summer 1, 2013
Establish a working party (to include those with disability within the school community) to develop consultation, evaluation and drawing up of a three year equality action plan	A working party established and meetings undertaken.	Head /SLT	Autumn , 2012
Publish and promote the Equality Plan through the school website, newsletter and staff meetings	Publish on website. Refresh Prospectus and Home-School Agreement July 2013	Head	July 2013
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 evenings etc	Extend consultation and publish findings with agreed actions	All stakeholders	ongoing
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the	Continue to increase pupil voice and participation in consultation	All staff	ongoing

School Council by election or co-option), class assemblies, fund raising etc			
For School Council members to be involved in the consultation, evaluation and drawing up action plans process.	School Council meetings to include issues relating to Disability.	SLT	Summer 2, 2012
As policies are reviewed ensure impact assessment is carried out to ensure discrimination, harassment and victimisation based on all Protected Characteristics are eliminated	Follow rolling programme	Gov Body time	On going
Increase access to the curriculum	Discuss curriculum approaches and provision with stake holders	All Stakeholders	Ongoing
Increase access to the physical environment.	Improved environment for withdrawal/support groups	Governors	Ongoing
Increase access to written materials	Appropriate website and newsletters. Large print, simplified language, picture/symbols etc. as required. Parents have been notified in newsletter of the options.	Admin team	Ongoing
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Report to parents in newsletter annually following questionnaire and monitoring and evaluation.	Head /SLT/Lead Governor	Annual newsletter with feedback.

Community Cohesion

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Community Cohesion	Visit a variety of different religious establishments and celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg: Mosque, Church, Diwali, Eid, Christmas	HT report to Governing Body	All staff	Ongoing
Community Cohesion	Develop a deeper awareness of national and global dimensions	Curriculum reports to Gov Body	All subject leaders	Ongoing

Gender

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Monitor and analyse children's	Report to	SLT	Half termly in

	attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Governing Body Autumn 2	Governing Body	school tracking
Gender	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring	SLT Governing Body	Annually
Gender	Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 2013	SLT Governing Body	Half termly from database
Gender	Monitor and analyse staff profile and act on any trends or patterns	Report to Governing Body	Head Governing Body	Annually – Autumn

Gender – the following areas have been prioritised:

- *Improve boys attainment in writing across school*
- To provide children with positive male role models
- To organize some target girls groups for cohorts where boys are dominant percentage in class

Children Looked After (previously known as CLA)

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Looked after Children	Monitor and analyse CLA's attainment and progress and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Termly T/L Committee into termly full GB meetings
Looked after children	Monitor and analyse CLA's take up of activities and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Begin in Summer 13
Looked after children	Monitor and analyse CLA's behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Begin in Summer 12
Looked after children	Monitor and analyse CLA's attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Begin in Summer 12

The following areas have been prioritised:

- Extend data monitoring, evaluating and reporting

Equality

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Special Educational Needs	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Half termly
Special Educational Needs	Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Half termly
Special Educational Needs	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	Half termly

The following areas have been prioritised:

- Further support required in KS1 to ensure early intervention and support for writing/reading for SEN children
- Further support required in KS2 to close the gap in writing and reading and maths for SEN children

Disability

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Disability	Monitor and analyse children's attainment and progress by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	ongoing
Disability	Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	SLT Governing Body	ongoing
Disability	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment.	Report to Governing Body Autumn 1	All staff through PHSCE, assemblies	Ongoing
Disability	Monitor and analyse staff profile with regards to disability and act on any trends or patterns	Report to Governing Body Autumn 1	Head	Governing Body Annually – Autumn 1

Disability	Evaluating the impact of reasonable adjustments on children with a disability and report annually to governors	Have discussed with child/teacher/parents the impact of any reasonable adjustment on children with disability, report to Gov Body Autumn 1	DHT	Annually – Autumn 1
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The following areas have been prioritised:

- Increase inclusive learning opportunities for children
- Form parents working party
- Plan ahead for further reasonable adjustments for children with disabilities
- Improve access to out of school learning for children with disabilities

Race

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Race	Monitor and analyse racist incidents occurring within school	Report to Governing Body Summer 2	Head	Report to T/L comm termly and to local authority
Race	If appropriate monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body termly	Head Governing Body	ongoing
Race	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Summer 2	Head Governing Body	ongoing
Race	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Summer 2	Head Governing Body	Half termly
Race	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to Governing Body Summer 2	Head Governing Body	ongoing

The following areas have been prioritised:

- Refresh procedures for dealing with racist incidents
- Review racial equality policy
- Extend curriculum to promote racial equality awareness and understanding

MONITORING THE IMPACT OF THIS ACTION PLAN

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, FSM and CLA and use this to inform strategies to raise achievement;
- The Governing Body will report annually in the annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Equality Information – Schools

Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The duty applies to public bodies such as Stoke-On-Trent City Council and includes maintained schools and academies. The duty replaces previous equality duties on race, disability and gender.

What the duty says:

The duty came into effect in April 2011 and has three main aims stated below. In carrying out their functions, public bodies are required to have 'due regard' to the need to:

- Eliminate unlawful harassment, discrimination and victimisation
- Advance equality of opportunity
- Foster good relations

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information must include information relating to people who share a relevant protected characteristic who are:

- Its employees (for authorities with more than 150 staff)
- People affected by its policies and practices (e.g. service users)

Protected characteristics are:

- Race
- Disability
- Gender
- Age*
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and Civil Partnership

Public authorities covered by the specific duties must publish information, in a manner that is accessible to the public, to demonstrate their compliance with the general duty:

Schools and pupil referral units must do this by 6 April 2012, and at least annually thereafter.

How does this affect schools?

There are specific duties under the PSED which require schools to:

- Publish information to demonstrate how they are complying with the PSED
- Prepare and publish equality objectives

Schools have until 6 April 2012 to publish their initial information and first set of objectives. They will then need to update the published information at least annually and to publish objectives at least once every four years.

Specific duty: preparing equality objectives

A school should set as many objectives as it believes are appropriate to its size and circumstances. The objectives should fit the school's needs and they should be achievable. Schools do not have to write objectives for each protected characteristic.

Each school will carry out the required actions to deliver on the agreed equality and diversity targets.

Please view the links on this page to view more information and access our school webpages.

*For schools, age will be a relevant characteristic in consideration of their duties only in their role as an employer, and not in relation to pupils.

SUMMARY ACTIONS FROM 2012-2013 EQUALITY ACTION PLAN

SUMMARY ACTIONS
GENDER
<ul style="list-style-type: none"> • Attract more males to work/volunteer in school • To provide children with positive male role models • To organize some target girls groups for cohorts where boys are dominant percentage in class •
CHILDREN LOOKED AFTER
<ul style="list-style-type: none"> • extend data monitoring, evaluating and reporting
EQUALITY FOR ALL SEN CHILDREN
<ul style="list-style-type: none"> • Further support required in KS1 to ensure early intervention and support for writing/reading for SEN children • Further support required in KS2 to close the gap in writing and reading and maths for SEN children
CHILDREN WITH DISABILITIES
<ul style="list-style-type: none"> • Increase inclusive learning opportunities for children from Resourced Provision in mainstream learning activities • Plan ahead for further reasonable adjustments for children with disabilities • Form parents working party

<ul style="list-style-type: none"> • Improve access to out of school learning for children with disabilities
RACE
<ul style="list-style-type: none"> • Refresh procedures for dealing with racist incidents • Review racial equality policy • Extend curriculum to promote racial equality awareness and understanding •

Race Equality Policy – Includes procedures for Dealing with Racist Incidents

Rationale

The children and staff of Sir Robert Geffery's School are part of a multi-ethnic society. They all live in the same world. The local and national community is rapidly changing and we should embrace this change and celebrate our diverse society. To enable each and every person to gain maximum benefit from their education and for all to be happy and safe, the school must eliminate inequality or bias based on race, religion or culture and positively recognise the contribution of a multi-ethnic approach.

Purposes

1. The policy will ensure that the provisions of the Equality Act (2010) underpin all aspects of the school's work.
2. To ensure that a comprehensive education is offered to all children irrespective of their race, religion, language and cultural background.
3. To recognise, value and record the full range of children's achievements.
4. To bolster self-esteem and self-regard in all children.
5. To ensure that children value and respect others for their differences as well as their similarities.
6. To foster harmony and tolerance of others irrespective of race, language, cultural background and religious values.
7. To eliminate any kind of racial discrimination, prejudice or harassment and to refuse to tolerate those who indulge in such practices, whether verbal, physical or institutional.

Guidelines

Children

1. The school will constantly review its practices and procedures to ensure ALL children have equal rights, equal opportunities and equal access to a full and comprehensive education.
2. Teaching and learning materials will be regularly monitored to ensure they are bias free and reflect the cultural background and lifestyles of our school and society.
3. Schemes of work will be reviewed so that their teaching and learning does not confine itself to the white European tradition.

4. Induction programmes for new staff and INSET provision generally will address issues relating to this policy.
5. All staff must be clear in their support for victims of racist incidents and the school will deal effectively with the perpetrators within procedures laid down in the Behaviour Policy; Staff Disciplinary Policy and Zero Tolerance Policy.
6. Positive action will be taken by the school, through its stated aims, publications, assemblies, curriculum and pastoral structure, to promote an ethos that values and respects all children and reflects a wide variety of cultural backgrounds.
7. All children will be encouraged and supported to take a full and active role in school life, including the full range of curriculum enrichment activities.

Procedures common to the behaviour, anti-bullying policy and anti-racism policy:

Children

If a child is alleged to have used racial abuse or a racist term towards another child or staff or visitor to the school the following procedure will be undertaken:

1. The incident must be recorded by the person reporting it-this will be signed and dated in the racial incident book kept in the school office.
2. The person should then notify the Head or SLT immediately.
3. The incident will then be promptly investigated by the Head or SLT and a report made in the racial harassment book kept in the school office. The report must be signed and dated.
4. 4. Depending on the outcome of the investigation and whether or not the racial abuse or racist language is a first offence, the following courses of action may be taken:
 1. Discussion with child/ren which enables child/ren to understand the seriousness of their actions
 2. Inclusion of work with class e.g during assemblies, circle time etc.
 3. Sanctions imposed e.g loss of break time; zero tolerance red alert
 4. Letter to Parent
 5. Meeting with Parents
 6. Referral to SLT or Headteacher
 7. Short term exclusion
5. If a child is involved in a racist incident, parents will be informed as soon as possible so that school and home can work together to eradicate the racist behaviour. Contact will be made by phone and then parents will meet with the Head or SLT.
6. Continued racial harassment by a child will lead to a short term exclusion
7. Race incidents will be collated termly and used to inform any adjustments to school practice.

Procedures for staff

Disciplinary action will be taken if any staff are perpetrators of racial harassment. This will follow agreed disciplinary procedures.

Procedures for visitors or parents

Any parent or visitor involved in racial harassment will be informed in writing that this is unacceptable and that legal action may be taken. This is in accordance with the school's Zero Tolerance Policy. Any subsequent racial harassment will lead to the person being banned from the premises. This policy to be reviewed conjunction with the school's SEN and Inclusion Policy; Anti-Bullying Policy;

1. Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
2. Everyone involved in recruitment and selection adheres to this code.
3. Steps are taken to encourage people from under-represented minority groups to apply to positions at all levels in the school.
4. The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place.
5. The school monitors the employment and professional development of staff by ethnic group.
6. Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
7. The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, Governors and Community Partnership

1. Parents are welcome and respected in school.
2. Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
3. The school seeks to support all governors in performing their role.
4. All parents are regularly informed of their child's progress.
5. The school's premises and facilities are equally available for use by all ethnic groups.

Monitoring

1. Those responsible for policies will monitor and review their operation to evaluate their impact on children, staff and parents of different racial groups, in particular, we must evaluate the impact on the attainment level of such children.
2. To monitor our children's attainment, we will collect information about children's performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on children's attainment such as:
 1. Exclusion
 2. Racism, racial harassment and bullying
 3. Curriculum, teaching and learning (including language and cultural needs)
 4. Punishment and reward
 5. Membership of the governing body
 6. Parental involvement
 7. Working with the community
 8. Support, advice and guidance

Conclusion

This policy is to be viewed in conjunction with the other key school policies and should be seen as making a positive contribution to the school's highly inclusive and caring ethos.