

Bishop Stopford School Equality Plan and Audit (incorporating Equal Opportunities and Accessibility Plan)

To be reviewed November 2021

Review By: Personnel/Student Care and Discipline

Final Approval: Policy – Full Governors Plan – SLT

Background

The **Public Sector Equality Duty** came into force in April 2011 as a consequence of the **Equality Act (2010)**. It extends the previous responsibilities placed on schools to eliminate discrimination on grounds of Race, Disability and Gender to cover additional “protected characteristics”, namely Age, Sexual Orientation, Religion and Belief, Pregnancy and Maternity and Gender Reassignment. Schools must now have due regard to the need to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and the rest of the school community and foster good relations across all characteristics.

We accept the Stephen Lawrence Inquiry’s definition of institutional racism:

“The collective failure of an organisation to provide an appropriate service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.”

Instances are referred to the Deputy Head (Student Services). We will challenge negative stereotypes, log incidents and report serious examples of threatening language or behaviour to the Police. A typical sanction is exclusion.

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection policy.

Definition of discrimination

The definition of discrimination has also been extended and now includes the recognition of

- Direct discrimination – where provision is less than it would be for a reason associated with a protected characteristic
- Indirect discrimination – where a policy or practice that applies to everyone places a particular disadvantage on those with a protected characteristic
- Discrimination by association – makes it unlawful to discriminate against an individual who is associated with someone with a disability. It also applies to race, religion or belief, sexual orientation, sex and gender assignment.
- Discrimination by perception – relates to issues such as lowered expectations for individuals with a disability. It also applies to the same protected characteristics as discrimination by association.
- Victimisation
- Positive Action – the steps a school may make to help those with a protected characteristic overcome their difficulties

Process

The Equality Engagement Plan (EEP) outlines how the Academy engages with individuals who possess one of the following protected characteristics:

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- Race
- Gender
- Disability
- Sex
- Sexual Orientation
- Gender Reassignment
- Pregnancy and Maternity
- Age
- Religion and Belief

The Equality Act Action Plan and Accessibility Plan updated annually with tracked changes to audit provision and progress. The Deputy Head (Student Services), Business Manager, SENDCO, Site Manager and Chair of Governors' Health and Safety sub-committee complete this activity.

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APPENDIX 1

EQUALITY ANALYSIS

USE THE MATRIX BELOW TO SUMMARISE YOUR EQUALITY ANALYSIS

Using the evidence you have gathered in STAGE ONE and STAGE TWO, offer a brief analysis of your school's effectiveness in promoting each of the 3 aims for each of the protected groups. There should be no gaps on this matrix, although there will be boxes in which you are clearly indicating there is further work to be done and doing that work will benefit a significant group of pupils in your school/academy setting. This will provide the starting point for the setting of Equality Objectives. Use "judgement phrases" like "emerging" (4), "improving"(3), "Good"(2), "outstanding"(1).

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	2	2	2
Disability	1	1	1
Sex	2	Staff 1 Students 2	1
Gender Reassignment	2	3	Limited opportunity to assess
Pregnancy and Maternity	1	1	2
Age	1	2	1
Religion and Belief	1/2	1	1
Sexual Orientation	2	2	2

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APPENDIX 2 EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Race policy Anti-bullying policy EAL Policy	International Days (MFL) Community Cohesion conference 2010 Addressing diversity through Assemblies (March 2012) Racist Incident Log reported to Governors	Parents' Forum Faith Groups
Disability	SEN Policy DES Policy and Accessibility Plan Review meeting minutes	SEN Policy DES Review meetings Annual Review meetings (statemented students) Differentiated curriculum Parent support groups for ASD and Dyslexia (2010-11)	Email contact with parents PSHE Curriculum Year 8 Learning Support Provision, including deployment of Teaching Assistants Unit Provision for students with high functioning autism (now closed)

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Sex	Not applicable to staff Raise online analysis (students)	Raise online analysis (students)	Year 11 Intervention Programmes
Gender Reassignment	Staff: Academy's HR Representative (Business Manager) would be first point of contact Students: Academy Counsellor, School Nurse, Drop-in		
Pregnancy and Maternity	Teaching Staff Maternity Policy Associate Staff Maternity Policy working hours following Risk	Currently Line Manager identifies necessary adjustments such as flexible Analysis	
Age	Policy up to date		
Religion and Belief	Admissions Policy recognises other Faith groups RE/PSHE/English Curriculum Acts of worship	Faith Leader meetings Using representatives of other faiths to raise awareness RE/PSHE/English Curriculum Acts of worship	Faith Leader meetings Using representatives of other faiths to raise awareness RE/PSHE/English Curriculum Acts of worship Whole academy activities such as Easter Hope
Sexual Orientation	Staff: see Gender Reassignment above Students: Curriculum, Anti-bullying Policy, Drop-in, Academy Counsellor , School Nurse		

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Equality Plan – Accessibility Plan	5 of 14	Implementation Date: March 2020	Version 2

(now Equality Act) Action Plan and Accessibility Plan

Action	By whom?	By when?	Notes	Status
Physical Environment				
New Sixth form building to be compliant with latest building regs.	SLT Governors	April 12	Disabled toilet to be located between existing building and new building Disabled lift, stopping at all levels Disabled emergency telephones on the first floor with dedicated BT phone lines	Complete

Refurbish existing internal stairs	LB/PL	Ongoing	High visibility step edges to be fitted for partially sighted at top and bottom of each staircase	Complete
	PL	Sept 2015	Octagon/drama steps to be done Done Now fitted	Complete
	PL	Sept 2020	External steps also fitted with high visibility step edges Strips repainted once a year in Summer ongoing program New build stairs also have strips. Maintenance of internal strips hi-Vis strips External strips also subject to renewal annually All steps to be marked inc Octagon Steps by the Octagon to be marked	Complete Complete Ongoing Complete Ongoing Not done review Feb 2020
New Unit for ASD students to include disabled facilities	SLT Governors	Sept 11	Disabled toilet located by new offices Achieved	Complete

			Note unit is now closed and integrated into the main school as an inclusion area.	
New build of Science Extension inc lift to be compliant with Building regs (lift protocols inc evac chair/mattresses to be devised)	SLT/PL	Sept 15	Lift procedures devised Risk assessment carried out and no need for chair or evac mattress. Nobody is issues with a Key fob for lift unless they have signed or parents (under 18) have signed to state that they are able to use the stairs in case of emergency Sixth form lift protocol in line with main Academy protocol	Complete. (Managed by CR) LDB can you confirm Confirmed 2019
	LDB RK	Feb 17		

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				<p>Access issue sorted. Signage regarding appropriate footwear in place.</p>
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Auxiliary Aids and Services	
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<p>Inclusion Faculty to purchase NeoSmarts for students who had recording difficulties and three notepads for KS5</p> <p>Read back facility to be installed on the academy network to enable students to proof-read their work</p> <p>Proposals for laptop exam arrangements needed</p>	FW	July 11	NeoSmarts and Notepads purchased	Complete
	JMB	Apr 15	<p>Texthelp Read and Write to be purchased and installed on wholeacademy network</p> <p>Trial ongoing as Jan 2014 for use in June exams</p> <p>Trial succesful but may need additional IT (laptops) Proposal needed for exam arrangements</p>	Complete
		June 16	<p>Students using laptops at back of main hall ongoing procedure</p> <p>Laptops are now used in all alternative venues</p>	Complete
	JMB/PL	Apr 15 March 16	E9 set up to accommodate use of Laptops	Complete
Visual impaired student audit	JMB	Sept 17	<p>Audit of site for Visual impaired student</p> <p>Need to identify space for Brialle machine away from staff or students</p> <p>VI team being disbanded Brialle machine will need to be run by the Academy</p>	<p>Moved to the staff room</p> <p>NNC VI team still ongoing</p> <p>VI team still in place 2019</p> <p>VI team still in place Braille machine in Staff room</p>
Teaching and Learning				

<p>New Unit for ASD students to open September 2011</p> <p>HI team and VI team meet with SENDCo at least yearly and when new students apply to the Academy Re draft policy in light of Supporting pupils with medical conditions (Dec 2015)</p>	<p>JMB/KAH</p> <p>RK/JMB</p> <p>JMB</p>	<p>Ongoing</p> <p>Ongoing</p> <p>March 16</p> <p>Jan 17 Feb 18 Feb 2019</p>	<p>SOW to be written which take account of the learning needs of high functioning, autistic students Achieved Unit closed integrated into main school recommendations from meetings are actioned</p> <p>Policy to go to Govs Medical needs policy with Govs Medical needs policy being followed Medical need review by school nurse</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p>
The Curriculum				
<p>Disability issues to be discussed as part of Year 8 PSHE</p>	<p>BJ</p>	<p>Dec 11</p>	<p>Lessons delivered</p>	<p>Complete</p>
<p>FW to talk to Year 12 H&S students about SEN and Statementing process</p>	<p>FW</p>	<p>Nov 11</p>	<p>Lessons delivered</p>	<p>Complete part of ongoing lessons</p>
<p>Examination Access Arrangements to be compliant with the Equality Act</p>		<p>Apr/Oct 2014 Sept 15</p> <p>Sept 2016</p> <p>Jul 17 Feb 18 Feb 19 Feb 20</p>	<p>All trained staff have left the Academy, Need to train two new members of staff Training of two staff ongoing JMB and SA using SW in the meantime SA trained JMB to complete consider KVH also to be trained SA only mos trained need to identify ANO SA has left currently no MOS trained Outside consulted provides access arrangements services</p>	<p>Complete</p> <p>Proposal to advertise March 2018 done</p>

			BMc now doing access arrangement J President training to run admin for access arrangements	
Training/Staffing				
Whole staff training on differentiation Annual transition training	FW	Sept 11	As well as strategies for students with dyslexia and other specific learning difficulties, training included strategies for presenting material to students with visual difficulties	Ongoing
Literacy			See staff handout on Presentation of text 2012 – 13 All faculties to receive training on how to support students with literacy difficulties (FW/JS)	Complete
SEN	JMB	2014	All staff received training in 2012-13 year in 2013/14 training on new SEN legislation and staff responsibilities	Complete
	JMB/GK	2015	Update Staff on the Sept 2014 SEND code of practice	Complete
Medical Needs	JMB	Sept 2016	Training for Staff on supporting re medical conditions	Complete Sep 16
	JMB LDB	Sept 17 Apr 17	Sept training sessions every year Add questionnaire to staff confidential details sheet reference to DDA	Complete Sept 17 Not done Feb 18
Access arrangement training now annual for TA's	RK LDB/RK	Mar 19	Will see CR re Staff details Review forms and action as appropriate.	Added to confidential information form
	Research group	Sept 19		

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Creating a mentally Health school			Staff well being survey. Recommendations made to SLT	
Need to create and report regular training in equality			Support for accessing and re integrating students with significant mental health issues	

Action	By whom?	By when?	Notes
Provision of Written Information			
Revise Academy website	AH JMB, AH	Dec 2011 Ongoing Nov 2015	Academy website compliant with DDA. (Priority 1 guidelines adhered to and Priority 2 guidelines satisfied) Review all internal policies for Equality Act and update information on the Website New website in place
Homework Folders on the VLE	AH	Dec 2011	Homework folders available on the Academy's VLE so students can access and post homework to teachers electronically.

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