

## Bishop Stopford School Equality Plan

To be reviewed annually

Review By: Personnel/Student Care and Discipline

### **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 Assistant 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.

### **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 school engages with individuals who possess one of the following protected characteristics:

- Race
  - Gender
  - Disability
  - Sex
  - Gender Reassignment
  - Pregnancy and Maternity
  - Age
  - Religion and Belief
  - Sexual Orientation
- The Equality Act Action Plan and Accessibility Plan updated annually with tracked changes to audit provision and progress. The Assistant Head (Student Services), Business Manager, SENDCO, Site Manager and Chair of Governors’ Health and Safety sub-committee complete this activity.

**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), “completed”(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?
<b>Race</b>	2	2	2 (Work is proportional to numbers)
<b>Disability</b>	1	1	1
<b>Sex</b>	2	Staff 1 Students 2	Not applicable
<b>Gender Reassignment</b>	Don't know	Don't know – see Stage 2 Matrix	Don't know – would need to declare themselves
<b>Pregnancy and Maternity</b>	3 – Policy to be written 1 – Policies now in place	3 – requests dealt with positively on an individual basis; not formalised	Not applicable
<b>Age</b>	3 – need to formalise current procedures		
<b>Religion and Belief</b>	1/2		
<b>Sexual Orientation</b>	2	2	2

**EQUALITY ENGAGEMENT**

Protected characteristics	Aims of general duty		
	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b>	<b>How do we engage with protected groups in order to foster good relations?</b>
<b>Race</b>	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
<b>Disability</b>	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)

<b>Sex</b>	Not applicable to staff Raise online analysis (students)	Raise online analysis (students)	Year 11 Intervention Programmes
<b>Gender Reassignment</b>	Staff: School's HR Representative (Business Manager) would be first point of contact Students: School Counsellor, School Nurse, Confidential yet Essential drop-in		
<b>Pregnancy and Maternity</b>	Teaching Staff Maternity Policy Associate Staff Maternity Policy	Currently Line Manager identifies necessary adjustments such as flexible working hours following Risk Analysis	
<b>Age</b>	Policy needs to be reviewed in the light of changes to current legislation (abolition of default retirement age)		
<b>Religion and Belief</b>	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 school activities such as Easter Hope
<b>Sexual Orientation</b>	Staff: see Gender Reassignment above  Students: Curriculum, Anti-bullying Policy, CYE, School Counsellor		

**Disability Discrimination Act (now Equality Act) Action Plan and Accessibility Plan**

Action	By whom?	By when?	Notes This plan to be read in conjunction with previous plan, last reviewed 12.10 Reviewed 12.11 Reviewed 02.13 Reviewed 01.14 Reviewed 01.15 Reviewed 02:16 Reviewed 02:17	Status
<b>Physical Environment</b>				
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  PL	Ongoing  Sept 2015	High visibility step edges to be fitted for partially sighted at top and bottom of each staircase Octagon/drama steps to be done Done Now fitted 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	Complete  Complete  Complete  Ongoing Complete Ongoing
New Unit for ASD students to include disabled facilities	SLT Governors	Sept 11	Disabled toilet located by new offices Achieved Note unit is now closed	Complete
New build of Science Extension inc lift to be compliant with Building regs (lift protocols inc evac chair/mattresses to be devised)	SLT/PL  LDB	Sept 15  Feb 17	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 school protocol	Complete. (Managed by CR)

VI team have conducted a risk assessment of site for VI students	VI team/JMB  JMB PL	June 15  Mar 17 August 17	Recommendations for site have been met i.e.  Change of colour (Blue) to enhance his ability to recognise the mat. Colour agreed with student Heavier duty in an attempt to reduce the amount of times the mats are "kicked" up inevitably causing a trip hazard – worse for student. Students have an inability to re-level mats having kicked them up – or worse still walk past them leaving them for others to re-arrange. VI team to advise if any other amendments required All weather pitch to be accessible and compliant.	Complete
<b>Auxiliary Aids and Services</b>				
Inclusion Faculty to purchase NeoSmarts for students who had recording difficulties and three notepads for KS5 Read back facility to be installed on the school network to enable students to proof-read their work	FW	July 11	NeoSmarts and Notepads purchased  Texthelp Read and Write to be purchased and installed on whole school network Trial ongoing as Jan 2014 for use in June exams	Complete  Complete Complete
Proposals for laptop exam arrangements needed	JMB	Apr 15 June 16	Trial successful but may need additional IT (laptops) Proposal needed for exam arrangements Students using laptops at back of main hall ongoing procedure Laptops are now used in all alternative venues	Complete
Visual impaired student audit	JMB/PL  JMB	Apr 15 March 16 Sept 17	Audit of site for Visual impaired student Need to identify space for Braille machine away from staff or students VI team being disbanded Braille machine will need to be run by school	Complete
<b>Teaching and Learning</b>				
New Unit for ASD students to open September 2011	JMB/KAH	Ongoing	SOW to be written which take account of the learning needs of high functioning, autistic students Achieved Unit closed	Complete
HI team and VI team meet with SENDCo at least yearly and when new students apply to the school	RK/JMB	Ongoing March 16	recommendations from meetings are actioned	Complete
Re draft policy in light of Supporting pupils with medical conditions (Dec 2015)	JB	Jan 17	Policy to go to Govs	

<b>The Curriculum</b>				
Disability issues to be discussed as part of Year 8 PSHE	BJ	Dec 11	Lessons delivered	Complete
FW to talk to Year 12 H&S students about SEN and Statementing process	FW	Nov 11	Lessons delivered	Complete part of ongoing lessons
Examination Access Arrangements to be compliant with the Equality Act		Apr/Oct 2014 Sept 15 Sept 2016 Jul 17	All trained staff have left the school, 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	Complete
<b>Training/Staffing</b>				
Whole staff training on differentiation	FW  JMB  JMB/GK JMB JMB LDB	Sept 11  2014  2015 Sept 2016 Sept 17 Apr 17	As well as strategies for students with dyslexia and other specific learning difficulties, training included strategies for presenting material to students with visual difficulties See staff handout on Presentation of text 2012 – 13 All faculties to receive training on how to support students with literacy difficulties (FW/JS) All staff received training in 2012-13 year in 2013/14 training on new SEN legislation and staff responsibilities Update Staff on the Sept 2014 SEND code of practice Training for Staff on supporting re medical conditions Sept training sessions every year Add questionnaire to staff confidential details sheet reference to DDA	Ongoing  Complete  Complete  Complete Complete Sep 16

Action	By whom?	By when?	Notes
<b>Provision of Written Information</b>			
Revise school website	AH JMB, AH	Dec 2011 Ongoing Nov 2015	School 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 school's VLE so students can access and post homework to teachers electronically.
<b>Culture and Ethos</b>			
Raise awareness of disability issues through assemblies and PSHE	RF, BJ  LDB, RK LDB, RK	  Apr 2014 Apr 2016	Assemblies delivered covering issues such as what it is like to feel different and how to cope with hearing impairment. BJ, ICT Technician, has delivered a series of talks about his own personal experience of disability to Year 8 students in PSHE Review Staff awareness of Equality. Conduct a survey via Questionnaire Review Staff awareness of Equality. Conduct a survey via Questionnaire