

## **Complying with the Equalities duty – Report to 1st September 2014**

### **Progress on our objective set in September 2013**

To increase the school communities understanding of the equality duty in respect of race following a small number of concerns raised in the parent questionnaire (2013).

#### **Action taken to meet this objective:**

Relevant CPD for all teaching staff; this took place during the Autumn Term and was provided by Shropshire Council Diversity Officer.

Race to be the focus during anti-bullying week in November 2013; HOY did presentations in Assembly and there were focussed student discussions.

Greater consistency in the recording of incidents linked to race following training. We continue to monitor the number of incidents that are linked to race and these are very low.

### **Objective set for September 2014**

We will focus on working on the developments as outlined in our Access Plan for 2013-2014. These objectives are set out in short, medium and long term action points and particularly relate to our duty for students with Disabilities:

Short term targets include:

- To continue to monitor changes to the curriculum to ensure they result in good outcomes for students with SEND, to review the curriculum if necessary.
- More appropriate qualification to be offered in science for students with SEND
- To implement effective strategies to support students with SEND following linear exam courses.
- To continue to improve the quality of support for students with SEND in the classroom.

Medium term targets include:

- To continue to explore the use of new technologies to support students with SEND in accessing their learning.

Long term targets include:

To develop an appropriate 11-16 curriculum for all students with SEND at the school in light of the school becoming an academy, changes to the National Curriculum, changes to examinations at KS4, changes in funding, and changes to the SEN Code of Practice.

In addition the school will be implementing over a three year period the new SEN Code of Practice and undertaking an impact assessment on the benefits of these changes for students with early care and health plans.

### **Compliance with the public sector equality duty**

The school is satisfied that it fulfils the public sector equality duty under s149 of the Equality Act 2010 and the objectives and publication duties under the regulations- Equality Act 2010 (Specific Duties) Regulations 2011 (the Regulations).

*'The school is keen to promote equality of opportunity and discrimination of any kind is eliminated'.*

*Ofsted report-June 2013*

The equality duty in the Act is by reference to a list of specified “relevant protected characteristics” and Governors must ensure that the school’s policies and procedures address each of these.

1. Age. The age of students attending the school is established as 11-16, legislation prescribes those elements of the provision of state funded education which relate to age. With regard to staff at the school, legislation also provides a statutory framework concerning age, and no separate action is required under the equality duty.
2. Disability. Admission to the school of students with a disability and a statement of special educational needs is controlled by legislation. Disability issues in respect of staff have long been covered by the various discrimination statutes brought together in the Act.
3. Gender re-assignment. The school is currently unaware of any student or member of staff undergoing gender reassignment. Gender re-assignment is amongst the characteristics mentioned in the Inclusion policy; there is a clear statement that the uniform policy may be varied for individuals upon a case by case basis when dealing with gender dysphoria or reassignment.
4. Pregnancy and maternity. This is covered in the inclusion policy. Priory is committed to enabling any student who becomes pregnant to continue to access education with as little disruption as possible both during pregnancy and afterwards. Policies and procedures in respect of any member of staff becoming pregnant and their rights, both statutory and contractual, are clearly defined.
5. Race – this is covered within existing policies, practices and procedures, in respect both of staff and students.
6. Religion and belief – this is covered within existing policies, practices and procedures, in respect of both staff and students.
7. Sex – this is fully covered within existing policies, practices and procedures, in respect of both staff and students
8. Sexual orientation – this is covered primarily in that part of the inclusion policy dealing with bullying.

It is the assessment of both SLT (through thorough school self-evaluation policies and procedures) and Ofsted that the ethos and practices of the school have due regard to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Remove or minimise the disadvantages suffered by those who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic from the needs of persons who do not share it, and
- Encourage participation in activities in which such persons are underrepresented

School systems/procedures that directly support the equality duty

- Policy reviews-every 4 years
- Annual inclusion steering group meetings
- Annual access plan meetings
- Bi-annual parent questionnaires
- SEN Annual reviews
- Life programme
- Annual involvement in anti-bullying week
- Targeted assemblies
- Staff CPD
- Governors meetings
- School parliament