

# The Priory School



## Equality Policy

<b>Monitoring</b>	<b>Frame of engagement</b>	<b>Date</b>
<b>Member of Staff Responsible</b>	Assistant Headteacher, Student Welfare	June 2021
<b>Governor Accountability</b>	Link Governor for SEND	
<b>Consultation Parameters</b>	Staff, student and Local Governing Body	
<b>Information</b>		
<b>Date of latest version</b>		September 2021
<b>Date for next review (and cycle)</b>		June 2022
<b>Uploaded to Website</b>		

## 1 Aim

The Priory School welcomes students of all abilities and aims to provide an inclusive and effective learning environment in which all members of the school community can thrive and succeed. We recognise that each student has unique and individual needs and that some students require more support than others to achieve their potential.

This policy replaces previous equality policies, bringing together the school's approach for promoting equality so that no group or individual feels excluded or does not achieve their potential. It enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers the following **protected characteristics**:

- ethnicity and race
- disability
- gender identity and reassignment
- religion and belief
- sexual orientation
- age
- pregnancy and maternity
- marriage and civil partnerships
- sex

It also aims to improve equality for those who face less favourable socio-economic circumstances.

The Priory School values diversity in its student body, workforce and wider community. As such, we will:

- respect and value, as individuals, all members of our school community
- create a school ethos which promotes equality, develops understanding and challenges intolerance, stereotypes, misconceptions and prejudices
- recognise the contributions made by all members of the school community and have high expectations of all
- maintain the dignity and rights of every individual
- provide support to individuals and groups of students who require something extra to meet their needs
- provide support to enable all students to achieve their potential
- enable all students to be resilient and independent learners
- encourage all students to have high aspirations for their futures
- regard parents/carers as an integral part of our community and involve them as much as possible in the joint enterprise of making learning exciting and positive for all
- involve the wider community as much as possible

## 2 Legal background

### 2.1 Key legislation

This policy has been produced in response to the Equality Act (2010) and sets out how our practice and other policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under this 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

The specific duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to

- publish information to demonstrate how the school is complying with the PSED (to be updated annually)
- set one or more specific measurable equality objectives every four years that further the aims of the equality duty

The Priory School covers equality issues in our curriculum as part of our focus on pupils' spiritual, moral, social and cultural (SMSC) development. Details of this can be found on our PSHE mapping programme on our school website and our RSE policy

## 2.2 Related policies

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- SEND Policy
- SEND information report
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Sex and Relationships Policy
- Child Protection Policy
- School Prospectus

## 3 School context

The Priory School is a co-educational, mixed ability 11-16 academy in the town of Shrewsbury. The school is part of a Multi-Academy Trust (The 3-18 Education Trust) the Trust was established in 2016 and now has 5 contributing school.

At present, our students predominantly come from three feeder primary schools in Shrewsbury with a small percentage coming from a number of other local primary schools, including some from the independent sector.

The percentage of students identified with SEND (12.3%) of which (2.6%) have an EHCP (Education and Health Care Plan) and (9.7%) are coded K within the school. (School census, January 2021). The national average of pupils with Special Educational needs is just above (15%) and (3.7%) are in receipt of an EHCP. (January 2021: National Statistics, Department of Education –

## **4 Roles and responsibilities**

### **4.1 Chain of accountability**

The Local Governing Body (LGB), supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

#### 4.2 Commitment to implementation

The Headteacher retains the overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff report to the Headteacher on actions and progress. Monitoring of equality and diversity by Governors is through SEND link Governor meetings, Chair of Governor meetings with the Headteacher and reports to the Governing Body.

#### 4.3 Responsibility for delivering the scheme

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for:</b>	<b>Key person:</b>
Single Equality Scheme	Assistant Headteacher (Student Welfare), SENDCo
Disability Equality	Assistant Headteacher (Student Welfare), SENDCo
SEN/LDD (including bullying incidents)	Assistant Headteacher (Student Welfare), SENDCo
Accessibility	SENDCo, Business Manager
Gender Equality	Assistant Headteacher (Student Welfare)
Race Equality (including racist incidents)	Assistant Headteacher (Student Welfare)
Equality and diversity in curriculum content	Deputy Headteacher (Curriculum)
Equality and diversity in student achievement	Deputy Headteacher (Curriculum), Assistant Headteacher (Teaching and Learning)
Equality and diversity – behaviour and exclusions	Assistant Headteacher (Student Welfare)
Participation in all aspects of school life	Assistant Headteacher (Student Welfare), <b>Heads of House</b>
Impact assessment	Deputy Headteacher (Curriculum), Assistant Headteacher (Teaching and Learning)
Stakeholder consultation	Deputy Headteacher
Policy review	Assistant Headteacher (Student Welfare)
Communication and publishing	Assistant Headteacher (Student Welfare)

#### 4.4 Commitment to review

The School Equality and Diversity Policy will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated annually. The Equality Objectives will be published at least every four years.

#### 4.5 Commitment to publish

We are committed to sharing information about our Equality and Diversity Policy as broadly as appropriate. Information regarding our Equality Objectives, related policies and additional statutory information is available from the School website. Hard copies of some documents are available on request from the school office. Please see our Freedom of Information Policy and GDPR privacy notice for more information.

#### 4.6 Commitment to action

##### **Governors will:**

- provide leadership and drive for the development and regular review of the school's Equality and Diversity Policy and other related policies
- ensure the accountability of the Headteacher and senior staff for the communication and implementation of this, and other, policies
- act as appropriate role models for the school community
- congratulate examples of good practice from the school and among individual staff and students
- ensure a consistent response to incidents, e.g. bullying and racist incidents
- ensure the school carries out its statutory duties

##### **The Headteacher and senior staff will:**

- ensure they are aware of the school's statutory duties in relation to equality legislation
- initiate and oversee the development and regular review of equality policies and procedures
- consult students, staff, parents/carers and other stakeholders in the development and review of the policies where appropriate
- ensure the effective communication of the policies to all students, staff and parents/carers
- ensure that staff are trained as necessary to carry out the policies
- hold line managers accountable for effective policy implementation
- act as appropriate role models for all staff and students
- highlight good practice and promote it throughout the school and wider community
- ensure a consistent response to incidents
- ensure quality assurance procedures include scrutiny of equality issues
- ensure the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- ensure the school's publicity materials present appropriate and positive messages about diversity
- ensure the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy, including reporting to the Local Authority using the Hate Crime/Incident form
- ensure that performance is assessed in relation to equality issues and take action as appropriate
- ensure that curriculum planning, teaching and learning methods, classroom organisation, assessment procedures and educational trips and visits take account of the need to promote equality

##### **Staff with specific responsibilities will:**

- deal with incidents of discrimination or harassment
- respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- implement the Equality and Diversity Policy, holding staff accountable for their behaviour and providing support and guidance as necessary
- contribute to managing the implementation of the Equality and Diversity Policy

##### **All staff are responsible for:**

- challenging inappropriate behaviour by students, staff, parents/carers and visitors

- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy
- keeping up to date with the law on equality and undertaking relevant training as appropriate
- ensuring lesson content, resources and published materials demonstrate sensitivity to issues of equality
- contributing to consultation and reviews as appropriate
- behaving respectfully and with fairness to all colleagues, students, parents/carers and visitors
- providing a consistent response to incidents

**All students will undertake to:**

- respect all members of the school community, irrespective of their gender, sex, sexuality, ethnic origin, religion, age or ability
- treat all members of the wider community with courtesy, respect and consideration, acting as ambassadors for the school
- make a positive contribution to the ongoing success and development of the school
- report any incidents of bullying or harassment and support students who are suffering from discrimination in any way
- challenge discrimination and bullying

**Addressing prejudice-related incidents**

The Priory School is opposed to all forms of prejudice, and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system. We will ensure that pupils and staff are aware of the impact of prejudice in order to prevent incidents from occurring. If incidents do occur, The Priory School will address them immediately in line with our behaviour policy and report them through the appropriate procedure.

**All parents/carers will undertake to:**

- respect all members of the school community, irrespective of their gender, sex, sexuality, ethnic origin, religion, age or ability
- ensure their child/ren understands the expectations of being a responsible member of the community and respects the school's rules
- take part in consultation processes to aid school development
- attend consultation evenings and other events organised to help support their child's progress, working with the school to achieve the best possible outcomes

**5 Engagement**

**5.1 Participation and involvement**

Careful tracking and monitoring of participation in all aspects of school life is undertaken, including attendance at parents' evenings, involvement of students in revision sessions, extra-curricular activities, trips/visits and House events.

**5.2 Mechanisms used to involve and consult**

- updates via email, newsletters, the school website and feedback from Governing Body meetings
- discussion via parental focus groups and regular Parent Forum meetings

- feedback from Parents' Consultation Evenings, Information Evenings and other events
- creation of specialist groups or individual consultation with students and parents in order to review practice or formulate action plans for students
- consultation with School Parliament
- consultation with Priory Inclusion group
- consultation with Safe space group
- consultation with key staff, including Heads of House, SENDCo and appropriate support staff e.g. Student Support Team



## **6 Reporting**

Information collected will be used to:

- report to the Governing Body or appropriate Governors' Committees as appropriate
- produce summative reports to the Governing Body
- analyse outcomes for students with Protected Characteristics
- take into account decisions regarding staffing, curriculum and premises development
- form part of the review of school improvement plans and SEFs
- contribute to the formulation of new school improvement plans and SEFs
- inform the review and implementation of new intervention strategies
- produce the SEND Information Report

## **7 The Priory School's Equality Objectives**

### **7.1 Achievements to date**

The school has successfully addressed several issues regarding the integration of students with specific physical, medical and emotional requirements. This has been achieved through changes to the physical environment, cross curricular work, the LIFE programme, assemblies, use of counsellors and external agencies, care plans and intervention plans.

Specific actions include:

- questionnaires to staff, students, Governors and parents/carers
- individual consultation with students to identify helpful adjustments
- liaison with specialist teams
- addressing issues relating to Protected Characteristics in the assembly programme
- modifying timetables to aid access to learning
- personalising learning to improve access to students with disabilities
- reviewing the Accessibility Plan
- training for all teaching staff and TAs on SEND needs
- improving access to educational trips and visits so that students with disabilities are not discriminated against
- modification of the school building to support students with specific educational, physical or emotional needs
- raising awareness of Protected Characteristics through the LIFE, assembly and tutorial programmes

### **7.2 Equality objectives**

In formulating the school's equality objectives we considered the overriding aim of inclusion. We want our students to be empowered and have the ability to identify and respond appropriately to any form of discrimination or prejudice that they may experience in or out of school. This is not just focused on Protected Characteristics but extends to all members of the school community.

<b>Equality Objective</b>	<b>Protected Characteristic(s)</b>
1. Reinforce and develop students' resilience through targeted research and work with individuals, groups and the whole school community	All
2. Enable students to access support when faced with difficulties or prejudice	All
3. Continue to develop an acceptance of others' individual differences	All
4. Track the progress of vulnerable groups and target funding (e.g. Pupil Premium grant) to combat the effects of economic disadvantage	All
5. Work to actively close gaps in attainment and achievement between students and groups of students; especially students who are economically disadvantaged, students with SEND, Looked After students and students from minority ethnic groups	All
6. Achieve a year on year reduction in the % of fixed term exclusions for students of Protected Characteristics, especially students with SEND	All, particularly SEND
7. Continue to develop an understanding of others' individual differences so that incidents of harassment and bullying are rare	All

## **8 Policies and procedures relating to the Equality Scheme**

- Accessibility Plan
- Anti Bullying Policy
- Child Protection Policy
- Communications, including Complaints Policy and procedure
- Curriculum statement and procedures
- E-Safety information
- Exclusion Policy
- Home-School Agreement
- SEND policy
- Behaviour Policy
- Sex and Relationships Policy