

Paget High School Single Equality Policy



REVIEWED: September 2018

NEXT REVIEW: September 2019

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EQUALITY STATEMENT

What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others. Previous equality duties involved schools producing separate policies and action plans for race, disability and gender. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'public sector equality duty'

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving 'due regard' to the need to:

- **Eliminate Unlawful 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

Specifically to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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A **protected characteristic** under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any child)**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

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Our Ethos/mission

The Paget High Mission Statement:

To create an inclusive, high-performing positive learning community that develops the mind, body and spirit of all our young people creating independent, fully-rounded, ambitious and caring citizens who will flourish as adults in the developing world. Together we will:

- **BE PROUD:** Have pride in ourselves and our community;
- **AIM HIGH:** Have high positive expectations of ourselves and others;
- **WORK HARD:** Understand that through belief, hard work, practice, resilience and determination aspirations can be met by anyone regardless of background.

The Staff and Governors of Paget High will secure these aims by:

- Setting high expectations
- Providing exceptional teaching and pastoral care
- Celebrating and learning from our diverse cultural community
- Creating a safe learning environment in which all learners can flourish
- Empowering students with flexible and adaptable skills
- Cultivating self-discipline, self-belief, empathy and a strong moral compass

Demographic context

Paget High School is part of the East Staffordshire District serving the Burton area. The school has a mixed catchment and serves areas amongst the 20% of most deprived areas in England. This is below the Staffordshire average.. 200 pupils are entitled to free-school meals.

The school has a skewed statistical distribution across deprivation areas which reflects a year on year ability-on-entry of significantly below average cohort. However our 2017 and 2018 intakes seem to reflect and on-average intake – below the national average from KS2 but not significantly so. This is boosted by better outcomes in Mathematics. Literacy is still a key barrier for many students.

We have a very multi-ethnic population which is a major strength of the school and works to promote a very strong level of community cohesion supported by a very cohesive local community. 36% of students are white British, 36% are Pakistani in origin, 12% are any other white background (eastern European). 50% of students have designated their mother tongue as English and 25% as Urdu. 78% of students are UK citizens by right. 33% are EAL designated. The two main religious groups are Christian (25%) and Muslim (38%)

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

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Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on *the school website*.

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Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Reviewed by the Governing Body **September 2018**

Date to be reviewed by the Governing Body **September 2019**

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GUIDING PRINCIPLES

In fulfilling the legal obligations in this policy, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

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Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Gay people as well as straight

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Equalities Information and SMART Objectives

Paget High school has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

887 Pupils in total

- What information on pupils is collected by protected characteristics? (Based on Autumn 2018 census information)

Using the SIMs data the following information was available:

Pupil Ethnic Categories							
White British	301(34%)	White & Black Caribbean	8(1%)	Indian	8 (1%)	Other Black Background	12 (1.5%)
Irish	3	White & Asian	10(1%)	Pakistani	327(37%)	Refugee	0
Other white background	112(13%)	White & Black African	1	Bangladeshi	14 (1.5%)	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	13 (1.5%)	Other Asian background	39 (4%)	Other Ethnicity	14 (2%)
Gypsy/Roma	0	Chinese	5	Black Caribbean	6	Information Refused	6
White European	0	Other Chinese background		Black African	7 (1%)	Not Obtained	1

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	84%	753
EHC Plan	1%	9
SEN Support	8%	72
Need Type Description	Total	
Autistic Spectrum Disorder	3	
Hearing Impairment	2	
Moderate Learning Difficulty	60	
Other Difficulty/Disability	16	
Physical Disability	6	
Social, Emotional and Mental Health	9	
Specific Learning Difficulty	21	
Speech, Language or Communication Need	22	
Visual Impairment	3	
Grand Total	142	

Gender	
Girls	463 (52%)
Boys	432 (48%)
FSM	
FSM	91 (10%)
Boys	
Girls	
Pupil Premium	
PP	212 (24%)
Boys	88
Girls	124
EAL	
Total	284 (32%)
Boys	133
Girls	151

Religion & Belief					
Anglican	0	Church of England	0	Sikh	1
Baptist	0	Hindu	3	No Religion	111
Buddhist	0	Jewish	0	Other Religion	32
Catholic	0	Methodist	0	Unknown	118
Christian	232	Muslim	362	Refused	31

Staff Ethnic Categories							
White British	96	White & Black Caribbean	1	Indian	4	Any Other Black Background	0
Irish	0	White & Asian	0	Pakistani	6	Refugee	0
Other white background	2	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	1	Other Asian background	0	Other Ethnicity	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	0
White European	0	Other Chinese background	0	Black African	0	Not Obtained	5

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- **Attainment**
- **Attendance**
- Engagement in school activities
- **Exclusions**
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils.

In line with our duty to establish a minimum of three key objectives the bold areas were identified as areas where targeting action would be appropriate.

Stage 3 : Setting Objectives

Attainment

Equality Objective: To explore and understand the issues further so that the school can begin to narrow the gap between HPA boys and girls in literacy.

Why: Our schools local statistics bear out the findings of national statistics where girls outperform boys at Key stage 4. In our school during the 2018 examination season this was most notable with HPA boys.

How: Evaluate the impact of current methods introduced in the previous academic year; Focus on boy intervention, literacy levels and exam technique. Explore best practice in schools locally and nationally who may have encountered similar issues. (SIF project); Utilise pupil voice of boys from last year's year 11 who under performed.

Outcome: Close progress 8 gap between boys and girls. Minimal outcome +ve progress 8 for boys.

Exclusions

Equality Objective: To reduce the high numbers of pupils fix-term excluded by the school.

Why: In 2016/17 83 students were excluded on 141 occasions with seven permanent exclusions. Boys were a notably higher group than girls. This reduced in 2017/18 to 54 students on 83 occasions with one permanent exclusion.

How: Monitor closely SEN and PP male exclusions numbers to ensure that the right inclusive and supportive structures are in place to keep students within school. Review behaviour policy to make it proactive.

Outcome: To maintain the reduction in the number of exclusions in general but in particular for children under the disadvantaged banner.

Exclusions

Equality Objective: To maintain good attendance across all ethnic groups and reduce persistent absence further to below national average.

Why: We have maintained a good attendance record and recognise that being in school is key to good progress. In order to maintain high standards it is important to keep attendance as a key equality factor monitoring all groups appropriately to spot declines or individual issues.

How: Develop finer attendance data analysis and sharper reporting to governors. Ensure early intervention is key in addressing any developing student issues. Monitor ethnic groups to gauge any particular grouping that is of concern.

Outcome: School achieves its attendance target of better than national average (> 94,8%) and reduces percentage of persistent absences to below the national average (< 12.8%)

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Paget High are contained within the school improvement plan and are monitored by the governing body quarterly.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism. We will measure the success of this by conducting annual staff surveys.