



## **Equality Policy**

### **Policy Statement:**

Priory Community School is committed to eliminating discrimination and encouraging diversity within the School both in the workforce, pupils and the wider school community. To that end the purpose of this policy is to provide equality and fairness for all in the school and not to discriminate on the grounds of gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age. We oppose all forms of unlawful and unfair discrimination. Equality of opportunity at Priory Community School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, academy councilparents and community members.

### **Aims:**

- To ensure that all employees and pupils feel respected and able to give their best.
- To provide equality and excellence for all in order to promote the highest possible standards.
- To provide an educational environment which allows pupils to conduct their school lives in an atmosphere of freedom, tolerance and optimism about who they are and about who they might become.
- To recognise the worth of each individual, by valuing the personal qualities they demonstrate in their learning, living and working.
- To recognise the experience of young people by valuing the talents and skills they bring into their school experiences and ensuring that school enhances these talents and skills.
- To embrace difference by valuing diversity in ethnicity, religion, nationality and race.
- To display integrity, by valuing openness, trust, negotiation, fairness, honesty and respect for all people.
- To foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create.
- To acknowledge the role of networks by valuing the way in which people can work together and collaborate
- To acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate.

### **Racial Equality:**

Priory Community School embraces the opportunity to prepare specific guidance on racial equality in accordance with the Equality Act 2010

We believe that:

- Every student should have the opportunity to develop a sense of personal and cultural identity that is confident and adaptable, and that is respectful and receptive towards other cultures.
- Every student should have the opportunity to develop the skills they will need to be a member of Great Britain's multi-ethnic society, and a member of the global community.
- These principles should permeate the whole school, both explicitly, and as a part of the 'hidden curriculum'.

We aim to

- Promote equality of opportunity for members of all ethnic groups.
- Promote good relationships between members of different racial, cultural and religious groups and communities.
- Challenge racial discrimination and eliminate unlawful discrimination.

The Academy Council is expected to:

- Ensure that the school complies with legislation.
- Ensure that this policy, and any related procedures, are implemented

The Head of School is expected to:

- Implement this policy.
- Ensure that all staff are aware of their responsibilities.
- Provide appropriate training and support for staff.
- Take appropriate action in the case of unlawful discrimination.

All staff are expected to

- Deal appropriately with racist incidents that may occur.
- Report these incidents to a member of the Leadership team in order for them to be recorded with the LEA.
- Be able to identify and challenge racial and cultural bias and stereotyping.
- Support pupils for whom English is an additional language.
- Incorporate principles of equality and diversity into all aspects of their work.

We attempt to implement these principles by

- Opposing all forms of racism and xenophobia, including those directed towards specific groups and communities, e.g., Islamophobia, or towards Travellers or Asylum Seekers.
- Complying with reasonable requests relating to religious observance and practice.
- Establishing the correct spelling and pronunciation of names upon entry into the school.
- Reporting and removing racist graffiti immediately.
- Ensuring that assemblies are sensitive to different religious groups and never asking young people, or staff to participate in an act of worship that requires them to compromise their own faith.
- Ensuring that no student is excluded from participation in a school activity on cultural grounds.
- Not allowing racist or xenophobic symbols to be displayed on clothing or equipment.
- Viewing bilingualism as a strength.
- Recognising that there are areas of specialist knowledge and expertise with the community on which we can draw if necessary.
- Ensuring that all staff appointments are made strictly based on professional criteria.

## **Accessibility**

In line with the Equality Act 2010 PCSA recognises and welcomes its general responsibilities which are placed upon them;

- To not treat disabled pupils, parents or carers less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan and make reasonable adjustments to the school buildings.
- To promote positive attitudes towards disabled persons.
- To take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The production of a disability equality scheme and an accessibility plan will promote equality of opportunity for disabled people. PCSA recognises the crucial importance of involving disabled people fully in the development of our disability scheme.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the governing body.

PCSA's policy on equal opportunities and disability is to ensure that there is no race discrimination against any sub-group within its community, be it because of sex, religion, race, colour and disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without disability.

### **Religious Education.**

We acknowledge that students come from a wide range of backgrounds including varying degrees of devotion to a religion, and to none. We do not consider the role of our staff to be that of evangelist, but of educator, therefore, we seek only to teach about religion, not to make students religious.

### **English as an Additional Language (EAL)**

The term EAL is used when referring to students where the mother language at home is not English.

#### **The aim of the school is:**

- To ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving students' attainment
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

#### **Monitoring Procedures:**

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy. If areas for adjustment are highlighted we will make these

as appropriate. All records of racial attacks are kept at the town hall; we will access this data on a regular basis. This policy will be reviewed annually and changed when necessary in line with legislation.

## **Gender Equality**

The Equality Act 2010 places a statutory duty on all public authorities to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women

Priory Community School attempts to meet the needs of all its students, whether they are male, female, transgender or gender neutral. We realise that all sexes are affected by sexism and acknowledge that it is often girls and women who are disadvantaged because of their gender. We take care not to reinforce gender stereotypes and challenge sexist assumptions when they arise.

We believe that:

- Every student should have the opportunity to develop a sense of personal identity, regardless of gender that is confident and adaptable, and that is respectful and receptive towards others.
- Every student should have the opportunity to develop the skills they will need to be a British citizen, and a member of the global community.
- These principles should permeate the whole school, both explicitly, and as a part of the 'hidden curriculum'

We aim to:

- Promote equality of opportunity regardless of gender.
- Promote good relationships between the genders.
- Challenge gender discrimination and eliminate unlawful discrimination.

The Academy Council is expected to:

- Ensure that the school complies with legislation.
- Ensure that this policy, and any related procedures, are implemented

The Head of School is expected to:

- Implement this policy.
- Ensure that all staff are aware of their responsibilities.
- Provide appropriate training and support for staff.
- Take appropriate action in the case of unlawful discrimination.

All staff are expected to:

- Ensure that unnecessary divisions are not reinforced by their actions, e.g. seating plans.
- Avoid any gender-based divisions unless they are particularly relevant to the student's academic needs and progress.
- Promote gender equality in the pastoral curriculum.
- Use gender neutral terms when appropriate (e.g., head teacher)

Teaching staff are expected to:

- Develop strategies that meet the learning styles of students from both genders.
- Avoid gender bias in assessment models and procedures.
- Avoid using visual materials that enforce gender stereotypes.
- Ensure that equal time is allotted to boys and girls for the use of resources.

We attempt to implement these principles by:

- Ensuring the physical environment does not reinforce gender divisions e.g. in display.
- Making sure that the organisation of the school does not reinforce differences through unnecessary divisions. (E.g., gender based class lists for non-academic reasons.)
- Promoting equality and respect for both genders through the explicit and the implicit curriculum.
- Asking individual faculties, departments, support and pastoral teams to monitor their practices and procedures to ensure that they lead to genuine equality of opportunity.
- Developing individual teachers so that they can use strategies that enhance a positive self-image for students.
- Ensure that achievements of women are celebrated equally alongside the achievements of men.
- Offer a wide range of activities to all students, ensuring that nobody is excluded because of their gender.
- Challenge and discuss sexist assumptions found in popular culture and its images.

### **Dealing with discrimination.**

Any student acting in a way which shows discrimination towards another student or member of staff should be admonished immediately, with the adult involved aware that they are challenging deep seated and ingrained attitudes.

Sanctions should be in conjunction with the schools behaviour policy and, if necessary, with the schools Bullying Policy.

Any member of staff acting in a way that shows discrimination should be dealt with in accordance with the schools Staff Discipline Policy.

All racist incidents should be reported to North Somerset LEA who keeps a central register of incidents.

### **LEADERSHIP AND MANAGEMENT**

All the school policies reflect a commitment to equal opportunities, including race equality.

The Academy Council and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

All staff contribute to the development and review of policy documents. The school ensures the involvement of the academy council and takes appropriate steps to enable the contribution of parents.

The evaluation of policies is used to identify specific actions to address equality issues.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored.

### **STAFFING: RECRUITMENT AND SELECTION**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Steps are taken to encourage people from underrepresented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### **CURRICULUM**

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

### **TEACHING AND LEARNING**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **ASSESSMENT, PUPIL PROGRESS AND ACHIEVEMENT**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupil performance by gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupil progress.

### **BEHAVIOUR, DISCIPLINE AND EXCLUSIONS**

The school expects high standards of behaviour from all pupils. There are strategies to reintegrate long term truants and excluded pupils that address the needs of all pupils.

Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and

applied equally to all.

It is recognised that cultural background may effect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

## **PERSONAL DEVELOPMENT AND STUDENT SUPPORT**

Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.

The school takes account of and meets the needs of Traveller pupils.

All pupils are provided with appropriate career and post 16 advice and guidance which encourages them to consider the full range of options.

Work experience providers are required to demonstrate their commitment to equal opportunities.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

## **ADMISSIONS PROCESS**

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence for religious observance which includes staff as well as pupils.

Provision is made for pupils on extended leave so that they are able to continue with their learning.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

## **PARTNERSHIPS WITH PARENTS AND THE COMMUNITY**

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.

Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **Vicarious Responsibility**

All Academy Council members and school staff must familiarise themselves with the contents of this policy as a source of guidance. Employees have a legal duty to promote equality and all staff are encouraged to play a positive role in developing and maintaining a diverse and respectful working environment. Staff have a duty to report equality concerns to the schools leadership team and must be aware that failure to do so could result in disciplinary action.

### **Policy Review:**

The working of this policy will be reviewed by the Academy Council Support Committee biannually.

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice.

### **Review Data:**

At the review the following data will be examined:

- SIMs logs relating to bullying incidents including the interventions
- Other records pertaining to bullying including SHARP records, parental complaints and / or police records.

**Date Policy Approved – November 2016**

**The name of the designated person is: Lead Safeguarding Officer**

**The Policy is to be reviewed every 2 years and the next review is due in November 2018**