



**IMPACT PUPIL REFERRAL UNIT**

**EQUALITY POLICY**

**APPROVED BY GOVERNORS: September 2022**  
**POLICY TO BE REVIEWED: September 2023**

1. **Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Action Plan**

## 1. Mission statement

To promote an atmosphere of good order and consistency of approach, which provides children with the opportunity to realise their potential, become aware of their own success and in doing so adjust to the demands of society happily and successfully.

## 2. Mainstreaming equality into policy and practice

**Our approach to equality is based on the following 7 key principles**

**1. All learners are 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 and whatever their sexual orientation.

**2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

**6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential

**7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

## **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, gender reassignment, pregnancy and maternity, age, religion and belief, sexual orientation and disability, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all mums, dads and carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, religion or belief, sexual orientation, gender reassignment or socio-economic factors. Admissions on age are considered in the context of existing group sizes for health and safety and behavioural support reasons. We have a disproportionate ratio of boys to girls, however this is reflected in that we do not receive many referrals for girls in comparison with boys

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment, pregnancy and maternity, age and belief or religion are not considered when appointing staff or when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;

- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions IMPACT School will take to meet the general duties detailed below.

##### **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

##### **Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;

- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

- **Gender Reassignment**
- **Pregnancy and Maternity**
- **Age**
- **Religion and Belief**

## **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and mums, dads and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' consultation days and Annual Reviews;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.

- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised timetables, mentoring and support;
- Feedback at Governing body meetings.

## **6. Roles and Responsibilities**

### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for mums, dads and carers and pupils.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the headteacher**

- It is the headteacher's role to implement the school's Equality Plan and he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the local authority on a termly basis or when requested.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

any incident which is perceived to be racist by the victim or any other person

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **8. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.





## 10. ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Development Plan / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	<i>Publish and promote the Equality Plan through the school website, and staff meetings.</i>	<i>Question about parent awareness of Equality Scheme in annual survey?</i>	<i>Headteacher / designated member of staff</i>	<i>2020 – annually</i>	<i>Staff responses show they are familiar with the principles of the Equality Staff plan and use them when planning lessons, creating class room displays  Mum, dad and carer response shows they are aware of the Equality Plan</i>
All	<i>Raise pupil achievement within 10% of national average via monitoring and analysis and act on any trends or patterns in the data that require additional support for pupils. Differentiation clear on planning, appropriately challenging targets set, progress monitored via IEPs, appropriate provision of interventions, appropriate training on SEN for staff, enrichment opportunities, partnerships especially with parents</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>All staff SENCo Deputy Headteacher Governing body</i>	<i>Termly</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
All	<i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</i>	<i>Increase in pupils' participation, confidence and achievement levels</i>	<i>Subject teachers</i>	<i>Ongoing</i>	<i>Notable increase in participation and confidence of targeted groups</i>
All	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through SMSC</i>	<i>All staff</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all year groups</i>
All	<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>BS SMSC team</i>	<i>Ongoing</i>	<i>Increased diversity in school council membership</i>
<i>Race Equality Duty</i>	<i>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</i>	<i>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and</i>	<i>CW AG Governing body</i>	<i>Reporting: Termly</i>	<i>Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body</i>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<i>Improve attendance of Gypsy, Roma and Traveller pupils to be in line with other ethnic groups – continue to work with Attendance Officer to monitor and follow up on attendance and punctuality</i>	<i>parents satisfied with the response? AR Attendance Officer</i>	<i>AR</i>	<i>ongoing</i>	<i>Increased attendance by groups</i>
<i>Gender Equality Duty</i>	<i>Introduce initiative to encourage girls to take up sport outside the curriculum requirements to make participation rates more reflective of the school population.</i>	<i>Increased participation of girls in sports clubs and out of school sport activities</i>	<i>PE subject leaders</i>	<i>ongoing</i>	<i>More girls take up sports</i>
<i>Gender Equality Duty</i>	<i>Ensure each child has a member of staff that is a key person that they can turn to during their time in school</i>	<i>Gender issues able to be discussed with a member of staff</i>	<i>All staff</i>	<i>Ongoing</i>	<i>Positive pupil feedback on ability to turn to staff for support</i>
<i>Sexual Orientation</i>	<i>To reduce the incidence of the use of homophobic language by pupils in school</i>	<i>Bullying and behavior incident data</i>	<i>SF</i>	<i>ongoing</i>	<i>Reduced numbers of homophobic bullying recorded</i>
<i>Disability Equality Duty</i>	<i>Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.</i>	<i>Monitoring of applications by disability to see if material was effective</i>	<i>Lead Governor on Special Educational Needs &amp; Disabilities</i>	<i>ongoing</i>	<i>Increased applications from disabled candidates to be School Governors</i>
<i>Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>SMSC pledges</i>	<i>BS SMSC team</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in SMSC pledges</i>

## **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

### **The school will ensure that:**

- All staff are aware of the school's Equality Plan;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, mums, dads and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

### **The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for mums, dads and carers of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled mums/dads/carers and staff to help them to play a full part in the life of the school (e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

## **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;

- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

## Check list for school staff and governors

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- ✓ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ✓ How has your Equality Plan been shaped by the views, input and involvement of staff, mums/dads/carers and pupils?
- ✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ✓ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ✓ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ✓ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which mums, dads and carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?