

# The Public Sector Equality Duty School Policy Statement

James Brindley School

Date ratified by the Full Governing Body: 4<sup>th</sup> December 2017  
To be reviewed (every 4 years) by:  
Staffing and Pay Committee  
Objectives for 2019-20 updated November 2019.

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## 1.0 INTRODUCTION

- 1.1 James Brindley School is an inclusive school where we focus on the well-being and progress of every pupil and where all members of our community are equally valued. This means not simply treating everybody in the same way but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of people as well as celebrating and valuing the achievements and strengths of all members of our community.
- 1.2 We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.
- 1.3 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.

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

- 2.1 **All learners are equally valued**, 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.
- 2.2 **We recognise, respect and value difference and believe that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages, which people may face, in relation to age, sex, disability, ethnicity, gender identity, religion, belief or faith and sexual orientation, pregnancy and maternity, marriage and civil partnership. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 2.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between different groups and communities.
- 2.4 **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 as far as their health permits.
- 2.5 **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.

- 2.6 We have the highest expectations of all our pupils.** We expect that all pupils can make good progress and achieve to their highest potential.
- 2.7 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.

### **3.0 Purpose of the policy**

3.1 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their:

- Disability
- Gender reassignment
- Pregnancy and Maternity
- Race,
- Religion or belief,
- Sex (gender)
- Sexual orientation

3.2 Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

3.3 The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties; **general duties** and **specific duties**

### **4.0 The Public Sector Equality Duty or “general duty”**

4.1 This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimization
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

## **5.0 Public organisations: 2 “specific duties”:**

- 5.1 To publish equality information to show compliance with the Equality Duty
- 5.2 To publish Equality Objectives at least every 4 years which are specific and measurable
- 5.3 This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

## **6.0 What we are doing to eliminate unlawful discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions in the way we provide education for our pupils and in the way we provide access for pupils to facilities and services. See our [SEND policy](#) and [Good Behaviour policy](#)
- We are aware of the Reasonable Adjustment duty for disabled pupils (designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers). See the [accessibility plan](#)
- We monitor and respond quickly to incidents of discrimination, harassment and victimisation, through our internal systems i.e. SIRENS and/or complaints
- The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that the views of those who are affected by a policy or activity are included when designing new policies, and reviewing existing ones through thorough consultation
- We take seriously the need to consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. See the [Good Behaviour policy](#)

## **7.0 What we are doing to advance equality of opportunity between different groups**

- We avoid language that runs the risk of placing a ceiling on any pupil’s achievement or that seeks to define their potential as learners. Staff are expected to role model expected standards and behaviour See the [Staff Code of Conduct](#) and [Good Behaviour policy](#)

- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We use a range of teaching strategies to ensure we meet the needs of all pupils. Given our special setting, teaching and learning are highly personalised. See [SEND policy](#)
- We discuss difference and diversity and the impact of stereotyping, prejudice and discrimination as part of our PSHE Environment & Life & Skills Curriculum. We use materials and resources that reflect the diversity of the school community and the national population.
- We have a number of bi-lingual staff who support pupils and parents who speak community languages and have access to city wide services when required.

## **8.0 What we are doing to foster good relations**

- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through our PHSE/RE curriculum
- We include the contribution of different cultures to world history.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences through our curriculum and positive teaching experience.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole school events such as; UNICEF Rights Respects Schools Programme, and LGBTQ awareness events and displays.
- We provide all equality training for staff including working with gender non-conforming young people.
- We provide accessibility/adjustments for pupils, parents and staff e.g: review meetings are held in the home or at a neutral location if pupils, parents and staff are not able to attend school sites.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

## **9.0 Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide guidance and information to enable them to do this via staff and through our policies which are available on our website.

## **9.1 Teaching and Support Staff**

9.1.1 All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.

See relevant policies [SEND policy](#), [Staff Code of Conduct](#) [Curriculum Policy](#)

## **9.2 Governors**

9.2.1 Governors will:

- ensure that procedures and strategies related to this policy are implemented
- promote equality of opportunity across all aspects of school life and the wider community
- ensure equal opportunities in staff recruitment and professional development and in the membership of the Governing Body
- ensure that reports and updates are circulated to the relevant Governor committees for action

## **10. Equal Opportunities for staff**

10.1 This section deals with aspects of equal opportunities relating to 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. See [Recruitment policy](#).

10.2 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

10.3 We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

10.4 As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce through relevant staff training.

10.5 We will review pay progression for both teaching and support staff annually.

## **11.0 Equality Objectives and Outcomes**

11.1 Our specific Equality Objectives and our progress towards meeting them are set out in the following documents displayed on our website.

- [School Accessibility Plan](#)

11.2 For 2019-20 we will evaluate our success in meeting our Public Services Equality Duties by monitoring the outcomes for our young people through

- Progress 8 scores in English and Maths, attendance data including a reduction in persistent absentees, forecast and progress grades, Values in Practice (VIP) points and progress in reading ages.
- Feedback from pupils, parents and staff questionnaires.
- Monitoring of strategies linked to those identified in their EHCP.
- Monitoring of pupils and vulnerable groups accessing careers advice and employee encounters.