

Disability Equality Duty 2016-19

1. Overarching policy statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

- a) In accordance with our mission statement, we pledge:
- to respect the equal rights of all our pupils;
 - to educate them about equality
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess, appropriately, our current school practices and plans for the future and implement all necessary resulting actions in relation to:
- age
 - ethnicity;
 - religion or belief;
 - socio-economic background;
 - gender, gender identity and gender reassignment;
 - pregnancy, maternity and paternity;
 - disability,
 - sex and sexual orientation
 - marriage and civil partnership
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to the areas listed above

2. Statutory requirements

We recognise our general responsibilities under the Equality Act 2010 ("the Act") to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above. As a public body, we are also covered by the public sector equality duty under Section 149 of the Act to take positive steps to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity, and
- (c) foster good relations.

The Equality Objectives below, together with impact assessment and the equality information we publish, address this duty.

The Access Plan below addresses our duty under Section 88 of the Act.

The Community Cohesion plan below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion: a shared contextual statement

- **Ethnicity/culture context of the school (local and national)**

We have a very small percentage of pupils with English as an additional language (EAL). The school makes good provision for the small number of pupils from minority groups and EAL backgrounds working in partnership with Wigan CYPS Support Services.

- **Religion/belief context of the school (local and national)**

The school has strong links with St. Peter's CE Church and Parish which enriches pupils' religious, spiritual, moral and social education. Differences between people and the contributions they make to our community are celebrated in lessons and assemblies.

In the curriculum and collective worship children learn about rights and responsibilities and they are aware of the seriousness of discrimination and unequal treatment and the repercussions that arise from them.

- **Socio-economic context of the school (local and national)**

The percentage of pupils claiming their entitlement to free school meals is in line with the national average. Parents are supported to access any additional entitlement that they might have. We ensure equal access for all pupils and parents

- **Current issues affecting cohesion at school, local and national level**

We provide excellent opportunities for pupils to contribute to the school, the Church and wider community. Our pupils are proud of their school and committed to enriching the school community. Their involvement is valued and it contributes to the quality and ethos of the school. This has remained a consistent strength of the school.

The school buildings and grounds are free from vandalism due to community ownership built-up over the years. Our strong links with other schools also promotes community cohesion and awareness.

Pupils are encouraged to participate in charity work and fund raising in school, local, national and international contexts.

The views of Parents/Carers and adults, including members of the local community, about the pupils' interaction with them are well documented through questionnaires, correspondence etc.

Parents can be supported by our Learning Mentor workshops and pre-school children are supported by the work of the Bryn Sure Start Centre.

The school website is used for information and communication with Parents/Carers, local and wider communities.

We have successfully put into place effective policies and strategies to promote community cohesion. These include: positive behaviour policy, special needs policy, inclusion policy, school rules and classroom plans.

The school has excellent and effective strategies for promoting good relationships between learners from different social and ethnic backgrounds.

Monitoring shows that learners are given excellent opportunities to learn about and engage with the community that the school serves.

We have good links with other schools and we are looking to build links with schools that serve people from ethnic backgrounds that are different to those of our pupils.

In assemblies and in religious education we promote positive attitudes and develop learners' understanding of other faiths, beliefs and cultures.

Monitoring of lessons shows that through the curriculum, teaching and learning, pupils gain knowledge and understanding about life and cultures in other places.

Through the curriculum, particularly in Personal and Social Education, History, Geography, English, Story, Art and Music we are successful in promoting community cohesiveness by learning about common identity and values.

We involve our learners in fund raising for a number of charities e.g. Downs syndrome, Asthma UK, Wigan Hospice, Blythwood Care, Blythwood Shoebox appeal, Children in Need, Starlight Appeal, Action Aid and the NSPCC.

Our work on outcomes in the quality of pupils' spiritual, moral, social and cultural development is detailed on our website, in photographic evidence and in communications to the school.

4. Responsibilities

The Governing Body, as a whole, are responsible for:

- Ensuring that the school complies with the public sector equality duty under the Equality Act 2010;
- making sure the school complies with the anti-discrimination provisions of the Equality Act 2010;
- ensuring Governor training is current and in line with relevant Equality legislation.
- in particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:
 - gathering and publishing the required equality information annually
 - drawing up, publishing and implementing the school's equality objectives

The Headteacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives;
- making sure the Governors, staff, pupils, and their parents / carers are aware of equality issues, as relevant;

- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents, and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination against anyone;
- promoting equality and community cohesion in their work;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping, and
- taking up training and learning opportunities.

The Headteacher has overall responsibility for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy

- All staff will be offered training with regard to relevant equality legislation.

6. Publication of equality information

At the end of each school year, under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information relating to our performance of the public sector equality duty in a manner that is reasonably accessible to the public e.g. website, prospectus, newsletter etc.

- assessments of the impact of our policies and practices, and the likely impact of those that are proposed;
- information that we took into account when making these assessments;
- details of any engagement that we undertook with people we considered to have an interest;
- school equality objectives, and how progress towards them will be measured.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

7. Equality impact assessment

The Headteacher and Senior Leadership Team with the governing body will monitor school practices in line with current, relevant equality legislation. Evidence will be found in annual action plans, Governors annual equality reports and Headteacher's records, if appropriate.

8. Equality objectives

A holistic approach informs our choice of equality objectives. The process involves gathering evidence as follows:

- i. from the equality impact assessments listed in Section 7 above,
- ii. from the data collected from relevant questionnaires,
- iii. from involving relevant people (including disabled people) from the start in the following way:

- including relevant questions for parents/carers on questionnaire
- communicating with outside agencies for advice and support
- communicating formally and informally with parents/carers
- liaising with network cluster partners (AIMS)

8 (cont.) Four-year equality objectives

(Focused on outcomes rather than processes)

Equality objective	How progress will be measured
Attainment gaps in all curriculum areas with regard to inequality will be addressed.	All reading, writing and numeracy initiatives, implemented to improve progress and narrow attainment gaps will be monitored and evaluated by the Assessment Manager and SENDCO.
The needs of specific parents will be taken into account (e.g. disabled, same sex, EAL etc).	Any needs arising from questionnaires or direct contact will be addressed and monitored.
All displays, books and resources within school will endeavour to be diversity free.	Subject leaders will monitor areas and resources.
Spiritual, moral, social and cultural development will be enriched.	This will be developed through assemblies, PSHE, Citizenship, RE and visiting speakers. It will be monitored by subject leader.
Data on attendance, exclusion and bullying will be monitored.	All relevant policies will be referred to and acted upon if necessary.
Socio-economic inequalities will be addressed.	Opportunities through Pupil Premium and vigorous monitoring of such vulnerable groups by the assessment manager will impact on narrowing the attainment gap for IDACI 'hard pressed' families or FSM.
Ethnicity equality will be respected.	Letters will be translated wherever necessary and possible. EAL outside agencies will link with school. Interpreters will be invited to support parents/carers at meetings, if appropriate.
Gender equality will be respected.	Safe, healthy and respectful relationships will be encouraged and discussed through PSHE lessons. Support will be given for any families who are

	affected by Gender Issues e.g. families affected by domestic violence, involvement by fathers, sexist, sexual or transphobic bullying. School will link with the relevant outside agencies for support and monitor as appropriate.
Religion or beliefs will be respected.	Any prayer or dietary needs will be catered for. Any needs or implications with regard to worship will be addressed. A multi-faith curriculum will be followed. This will be monitored by relevant subject leaders and SMT.
Sexual Orientation equality will be respected.	Support will be given and advice sought if necessary for any pupils or families that are affected by sexual orientation issues. Homophobic bullying will be addressed within the remit of the school's Anti-Bullying Policy. Subject managers and SMT will monitor this area.
Disability equality will be respected.	School will provide equal opportunities for all disabled pupils, reasonable adjustments where necessary. The needs of disabled parents/carers, pupils, staff and visitors will be taken into account and monitored within questionnaires and with direct contact. Disability bullying will be addressed within School's Anti- Bullying Policy. Resources will be purchased as required and strong links will be employed with all relevant outside agencies. This area will be monitored by the Inclusion Leader.

9. Access plan

This can relate very closely to the disability elements of the equality objectives in Section 8 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

N.B. When completing this Access Plan reference has been made to Wigan LA Access Strategy

Actions (focused on outcomes rather than processes)	
B: physical improvements to increase access to education and associated services	If it becomes necessary we will make improvements that will increase access to education and associated services by providing appropriate facilities (e.g. hygiene rooms), ramps (portable and fixed), widened doors, adjustable tables, hoists, adapted sports equipment, reading stands, desk risers, privacy spaces. Funds would be accessed through

	LA, if appropriate.
C. improvements in the provision of information in a range of formats for disabled pupils	We will provide information in a wide range of formats for additional needs pupils as appropriate e.g. large print, Braille, Dyslexia Friendly, translation for EAL, sign language, Sound Field Systems

10. Fostering Good Relations / Advancing Equal Opportunity

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the U.K.
- the global community

	Actions (focused on outcomes rather than processes)
A. teaching, learning and the curriculum	<p>Through teaching and learning, all learners will be aware of:</p> <ul style="list-style-type: none"> • School Christian values • Their own identity • Expressing their own identity • Respect for different viewpoints • Controversial issues • Cultural appreciation • Recognising commonalities • U.K. culture • Migration histories • Fundamental equality principles • Democratic decision making • Sharing in power • Social change • Student voice <p>This will be through; Assemblies, curriculum, educational visits, Internet use, visitors into school, role play, structured play, School Council, Eco Council, celebrations of festivals, Enrichment days, certificates,</p>
B. equity between groups in school, where appropriate	<p>School will create opportunities for different groups (e.g. mixed age, gender, sexual orientation, race, socio-economic factors or background) to share facilities and work together.</p> <p>This will be done through; mentoring projects, reading schemes, young</p>

	<p>people offering IT support, community placement schemes, young volunteers leading out of hours activities. Evidence of these will be ; AIMS sports activities, music festivals, Robinwood Outdoor Education Residentials, educational visits, sporting festivals, high school links, Play Leaders, community based providers for after school clubs, Church activities e.g. Gymnastics/Dance/MSC/Football etc.</p>
<p>C. engagement with people from different backgrounds, including extended services</p>	<ul style="list-style-type: none"> • School will engage with people from different backgrounds, including extended services and will provide activities and services for the community such as; Family Fun Days, Family Learning Opportunities, Cross agency and multi disciplinary support for young people and their families. • All members of the community will feel welcomed, safe and valued by the school. Evidence of this will be seen in; attendance at community events and assemblies, partnerships with other schools, Welcoming Screen in foyer, Community Notice Board, School Website, Parents/ Carers Evenings attendance, Friends of St. Peter's (FOSPS) • School will communicate its vision of inclusion and equality to its members and the local community in the form of; newsletters, notice boards, visitors in school, pupil visits, assemblies, School Prospectus, policies, School Website and charity support. • The members of the school community will understand that their views can help to shape the development of the school. This will be done through; parents/carers evenings, Inset days, review meetings, Governors, School Council, end of year reports, staff/cohort/SLT/Key Stage meetings • School will give appropriate recognition and respect for different languages spoken and will support parents /carers with difficulty speaking or reading English. This will be done through; translating letters into the mother tongue for EAL speakers, employing translators for meetings as appropriate, pictorial/visual cues, English lessons for parents/carers of EAL pupils. • School will include all stakeholders i.e. parents/carers, LA, local police, voluntary sectors, faith groups, etc in arriving at priorities for development and advising on engagement with external organisations or speakers. This consultation will be done through the church, Police, Fire Brigade, Road Safety, Life Education Caravan, School Nurse and other health professionals. • School will ensure that professional development will be updated and relevant to improve community engagement for the promotion of community cohesion. This will be done through Performance Management, Mentoring, School INSET, Community Cohesion Audits, CLC committee of the Bryn

Children's Centre.

- School will ensure that students develop the skills to contribute to the evaluation and improvement of the school's community dimension. Their voice, as contributions will be welcomed and acted upon.

Signed Chair of Governors

Signed Headteacher

Date: