



The Priory School

Educating Students for Success in Life

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| Name of policy | Equality, Diversity And Cohesion |
| Statutory | Yes |
| Date policy was up-dated | Summer 2019 |
| Date of next review | Summer 2020 |
| Governors committee | Student Wellbeing |
| Member of staff responsible for the policy | Katie Southall (SM Maternity cover) |



THE PRIORY SCHOOL

Equality, Diversity and Cohesion

1 Rationale

- 1.1 The School is committed to the principle of equal opportunities for all. Therefore, it will ensure that all students, colleagues, parents and governors receive equal consideration at all times in every aspect of school life.
- 1.2 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 students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

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

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

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

This requires all public organisations, including schools to

- 1 Eliminate unlawful discrimination, harassment and victimisation
- 2 Advance equality of opportunity between different groups
- 3 Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable.
3. Publish annually progress towards Equality objectives.

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.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives in an Equality Action Plan

- 1.3 As a school, we are committed to ensure that all children regardless of ethnicity and race, religion or belief, disability, gender, gender identity and reassignment, pregnancy, maternity and breast feeding, social background, sexual orientation, age and ability have equal opportunities to

be happy, healthy safe, able to learn and achieve, are able to contribute to their community and are valued.

- 1.4 Our society is diverse. In order to succeed and be good citizens, our young people need to be tolerant and non-judgemental in their treatment of, and relationships with, members of society who are different to themselves.
- 1.5 In developing this policy we took account of the DfE guidance on the Equality Act 2010, Keeping Children Safe in Education and also the Ofsted inspection handbook , which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards between the majority of children and young people and those that are vulnerable or underachieving'. (See appendix 1 for vulnerable groups). We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.
- 1.6. The school is committed to tackling prejudice and promoting shared understanding within our school community and the development of community cohesion.
- 1.7 Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, the school, prospectus, school website and newsletters.

2 Aims

- 2.1 At The Priory School we aim to meet the three duties stated in the 2010 Equality Act: schools should eliminate discrimination, advance equality of opportunities and foster good relations.
- 2.2 To ensure that all students regardless benefit from the same opportunities in all areas of school life.
- 2.3 To promote and provide equal opportunities for all colleagues at The Priory School. The Governing Board are responsible for ensuring that equality and discrimination are tackled.
- 2.4 To ensure that reasonable adjustments are made for disabled students – designed to enhance access and ensure that those with additional needs (see SEND policy) such as learning difficulties, emotional and physical needs are not subject to unlawful discrimination and have the same opportunities of all students to achieve.
- 2.5 To encourage full participation of disabled children and adults in the school.
- 2.6 To ensure that all day-to-day needs of the disabled are met.
- 2.7 To ensure that there is no discrimination against particular racial and religious groups, when applying the admission and behaviour policies.
- 2.8 To support the transition of all students moving to the school to enjoy and achieve and so access learning.
- 2.9 To take appropriate account of cultural and/or religious needs when developing or reviewing rules relating to school uniform and appearance.

- 2.10 To ensure the curriculum meets the needs of all students.
- 2.11 To provide a safe and welcoming environment where each person has respect for her/himself and others.
- 2.12 To encourage all students to develop a positive self-image.
- 2.13 To promote understanding of others, regardless of their race, religion, belief, disability, sex, gender, social background, sexual orientation and ability.
- 2.14 To promote greater awareness amongst all members of the community of the many faces of discrimination and the need to combat it.
- 2.15 To prepare and promote in our students an understanding of life in a diverse society.
- 2.16 To help children to understand each other, value diversity, share values and promote equal rights through teaching, learning and within the curriculum and in PSHE and Citizenship especially.
- 2.17 To promote equity and excellence making sure there are no barriers to achievement and moving to remove disparities in attainment between different groups.
- 2.18 By promoting engagement and offering extended services.

3 Procedures

- 3.1 All staff have a responsibility to monitor the progress of students and ensure that prompt interventions are used for students that are underachieving. We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- 3.2 We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student induction process. We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making progress which is below expected in acquiring age-appropriate literacy and number skills.
- 3.3 We collect, analyse and publish data:
 - on the school population by gender and ethnicity;
 - on the % of students identified as having a special educational need and/or disability and by their principal need or disability;
 - by year group – in terms of ethnicity, gender and proficiency in English;
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- 3.4 **The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.**
- 3.5 We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan. (See Appendix 3).

We publish an analysis of standards reached by different groups at the end of each Key Stage

The recruitment policy of new colleagues is adhered to and there is a proportionate representation of ethnic minority colleagues.

- 3.6 The progress of all categories of vulnerable students is monitored after each half termly assessment to allow effective interventions to be used in accordance with the intervention policy.
- 3.7 The Staff Committee meet to discuss and share issues enabling colleagues to be part of the change making process.
- 3.8 All suspected incidents of discrimination or harassment on racial, religion, belief, disability, sex, gender, sexual orientation grounds (HBT), should be responded to immediately following identified procedures.
- 3.9 Members of the Pastoral team will interview and gather written evidence from the victim and perpetrator and witnesses to ascertain the details of the complaint.
- 3.10 All incidents proved to be race or gender related will be recorded on our administrative system (SIMS). The name, gender and ethnicity of the victim and perpetrator will be recorded. At this time HoY should ascertain from SIMS if the offence is an isolated incident or part of a repeated pattern of behaviour.
- 3.11 Depending on the severity and frequency of the incident, sanctions will be given in line with the Behaviour for Learning Policy.
- 3.12 Depending on the severity the parents/carers of the victim and perpetrator will be informed.
- 3.13 Actions taken to ensure that the perpetrator understands why this behaviour is unacceptable and wrong will depend on the severity and frequency of it and will be decided upon by the Head of Year.
- 3.14 The victim will be offered appropriate support by the Pastoral team and additional support mechanisms as required.
- 3.15 The Pastoral team will monitor the attendance and attainment of the Ethnic Minority and EAL students and liaise with relevant colleagues to provide the most appropriate interventions if there is a concern, which may amongst others, include support in lessons. Rewards will be awarded to students who are making good progress.
- 3.16 The Head of Learning Support will monitor the attendance and attainment of those students with SEN and a disability and liaise with Heads of Department and the Pastoral team to provide the most appropriate interventions if there is a concern, which may amongst others, include support in lessons by Teaching Assistants. Rewards will be awarded to students who are making good progress.
- 3.17 The Pastoral team will liaise with Head of Learning Support and engage external agency support as appropriate, should the case require more intense intervention.

- 3.18 Heads of Department should ensure that in their schemes of work there is provision to include different cultures/religions and beliefs where appropriate.
- 3.19 Through assemblies Heads of Year should raise awareness of and promote diversity in its many forms.
- 3.20 The Head of Learning Support and members of the Pastoral team will visit those Yr 6 students with a disability, special educational needs, EAL students and ethnic backgrounds as part of the transition procedure. The aim of this is to offer reassurance and ensure their needs will be addressed before their arrival.
- 3.21 The wellbeing of all Y7 - Y10 will be surveyed once during the year. The results will be analysed by Heads of Year and reported to the Wellbeing manager and AHT for Student Wellbeing in order to decide on appropriate interventions, support mechanisms and strategies.
- 3.22 The Pastoral team will inform Heads of Department and Heads of Year about special culture events and celebrations.
- 3.23 There will be displays throughout the school which will celebrate and raise awareness of diversity & equality.
- 3.24 There will be provision for mentoring and support of Asian girls whose families believe in forced marriages.
- 3.25 The Family Support Workers will engage with the families of vulnerable students and vulnerable parents of students who are identified by the consortia school using attendance data and attainment data.
- 3.26 Information will be given to all students to help them identify if they are Young Carers.
- 3.27 A Young Carers group and LGBTQ+ will meet regularly.
- 3.28 Citizenship and PSHE Schemes of Work include the opportunity for sharing values and promoting awareness of human rights.

4 Monitoring

- 4.1 All cases of Racial/sexual discrimination/ harassment will be logged onto SIMS to highlight the perpetrator and victim, nature of the offence and resolution by the person dealing with the incident.
- 4.2 Heads of Year will use SIMS to ascertain if there are any patterns in racial, bullying or homophobic incidents. Persistent offenders will be mentored using internal systems or external agencies, as appropriate and parents will be informed.
- 4.3 Attendance and attainment data of all groups of students will be monitored. The different categories include summer born students i.e. May, June, July and August; Young carers; disabled students; students with Special Education Needs; ethnic students, Children Looked After and by gender.

- 4.4 Incidents of racism and sexual discrimination will be reported to Governors by the Headteacher.
- 4.5 GCSE results of all students in their categories will be reported in the School Improvement Plan and in the report to Governors.

Relevant policies

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| Teaching and Learning | SEND | Curriculum |
| Behaviour for Learning | Pay and Performance Appraisal | Transgender |

Appendix 1

Vulnerable Children

Vulnerable children include the following groups as defined by the Equality Act 2010:

- disabled students, and those who have special educational needs
- boys
- girls
- groups of students whose prior attainment may be different from that of other groups
- those who are academically more or less able
- students for whom English is an additional language
- minority ethnic students
- Gypsy, Roma and Traveller children
- looked after children
- students known to be eligible for free school meals
- lesbian, gay and bisexual students
- transgender students
- young carers
- students from low income backgrounds
- other vulnerable groups

Appendix 2

Check list for School Staff and Governors

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, Governors, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the student voice
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to students, staff and visitors to the school
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information
- The Governing Board is increasingly representative of the community it serves Procedures for the election of parent Governors are open to candidates and voters who are disabled

Appendix 3 Equality Action plan (including accessibility plan) 2016-2020

| | Targets | Who is responsible | What are the key actions to effect improvement | How will we know this action has had the intended impact | Progress 2016-2017 | Progress 2017-2018 | Progress 2018-2019 |
|---|---|-----------------------------------|--|--|--|--|--|
| Advance equality of opportunity between different groups | Improve outcomes for more able students predicted A*-A grades | HOD's, ST | <ul style="list-style-type: none"> Monitoring and effective interventions to identify underachievement Differentiation to focus on extending more able students Stretch and challenge to be clear in all SOW | A reduced number of subjects that are blue in Raise. Starting point: 4 subjects were blue in Raise Core science 1.1% D&T 3.1% Other sci 1.2% PE 6.8% | HA A-A* / 8-9 predictions: RM 33.3% Graphics 50% Food 42.9% Core science 46.7% PE 50% | HA A-A* / 8-9 predictions: RM 0% Graphics 14.3% Food 0% Core science 51% PE 31.3% | HA A-A* / 8-9 predictions: D&T 19% Food 0% Core science 8% PE 16.7% |
| | Improve Value Added for SEND K students in English and maths | KE | <ul style="list-style-type: none"> SENDCo to monitor closely SA+ students and target interventions at students that are underachieving Teacher of additional support to be appointed to support students in maths and English Lexia and reading comprehension software to be used to support students HODs to track students and intervene where needed Assistive technology used to increase access to the curriculum. | Improved results against the starting point: English – 997.7 Maths – 999.4 | SEND K Maths Av points 1.95 SEND K Eng Av points 2.9 | SEND K Maths Av points 3.08 SEND K Eng Av points 3.15 | SEND K Maths Av points 2.83 SEND K Eng Av points 3.25 |
| | Improve the outcomes for students with KS2 baseline data between L3C-4C – specific focus on SEND and DA (SIP 2016/17) | Whole school SB/KS/KE tracking | <ul style="list-style-type: none"> SB/KS to monitor and track the outcomes of DA (below L4) students as well as impact of intervention SENDCo to monitor and track the outcomes of SEND (below L4) students Interventions will be monitored and evaluated | There will be an evidenced trend of closing the gap for SEND below L4 and DA below L4 students | SEND DA Maths Av points 1.57 SEND non-DA Maths Av points 1.95 SEND DA Eng Av points 3.0 SEND non-DA Eng Av points 2.9 | SEND DA Maths Av points 2.2 SEND non-DA Maths Av points 3.08 SEND DA Eng Av points 3.0 SEND non-DA Eng Av points 3.15 | SEND DA Maths Av points 1.91 SEND non-DA Maths Av points 3.17 SEND DA Eng Av points 2.27 SEND non-DA Eng Av points 3.62 |
| | To develop a CPD programme to support staff develop the skills required to support students who have Autism and ADHD (SIP 2016/17) | KE | <ul style="list-style-type: none"> Staff training built into the CPD programme Regular “top ups” of training planned into the calendar Useful resources and support strategies readily available | Staff will be better equipped to support students with these learning needs | All staff have received L1 training in support strategies for ASD students | Key pastoral staff have completed L2 training in support strategies for ASD students | Staff have received internal CPD on support strategies for ASD students |

| | Targets | Who is responsible | What are the key actions to effect improvement | How will we know this action has had the intended impact | Progress 2016-2017 | Progress 2017-2018 | Progress 2018-2019 |
|--|---|--------------------|--|---|---|---|---|
| Eliminate unlawful discrimination, harassment and victimisation | Achieve a year on year (over three years) reduction in the % of fixed term exclusions for students with protected characteristics | HoY, LF | <ul style="list-style-type: none"> Use the exclusion unit more effectively to reduce exclusions including holding reintegration meetings with parents Provide CPD to all staff on behaviour management Utilise "alternative provision" for targeted students Review of the behaviour system Parental engagement programme | There will be a reduction in the % of fixed term exclusions over a 3 year period | All students: 78 exclusion Category students: 59 exclusions | All students: 80 exclusion Category students: 59 exclusions | All students: 107 exclusions Category students: 74 exclusions Context: student numbers have increased which reflects this increase. |
| Foster good relations between different groups | Establish a diversity and equality committee | KS | <ul style="list-style-type: none"> Diversity and equality 6th form prefects Committee established and working successfully Assemblies and theme weeks to promote diversity and equality among different groups | The diversity committee will successfully be established and will run assemblies and plan theme weeks accordingly | Successfully established with 2 diversity senior prefects in 6 th form | The diversity committee are still working on diversity projects and have grown to a group of over 20 students | Diversity committee continues. |

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| | Promote tolerance and understanding of LGBT+ relationships | KS, HoY | <ul style="list-style-type: none"> • Assembly themes and awareness weeks • LGBT support group established • Whole staff training from "Diversity Role Models" • HoY training as HBT specialists • Stonewall Champion School • Diversity art work around school • Gender neutral toilets | Decrease in the number of incidents of HBT bullying | <p>Active LGBTQ+ student group</p> <p>LBTQ+ parent information session</p> <p>HoY training complete</p> <p>6 HBT incidents reported</p> | <p>Active LGBTQ+ student group</p> <p>Safe space has been established for staff with specific HBT training</p> <p>LGBTQ+ parent sessions have been successful</p> <p>LGBTQ+ student presentation to staff</p> <p>4 HBT incidents reported</p> | <p>Active LGBTQ+ student group continues.</p> <p>37 HBT incidents recorded. we believe this is due to better training of staff to identify and log correctly.</p> |
| Actively promote British values | Promote British Values and develop students' understanding of what it means to be British | Whole school | <ul style="list-style-type: none"> • Assemblies to the whole school on British Values, extremism and radicalisation • Britishness to be included in the citizenship programme of study • British values to be displayed in student planner, staff planner, website and wall displays • All staff to receive Prevent training to educate them on how to identify vulnerable students • Art work around school to reflect British values and culture | <ul style="list-style-type: none"> • Students show a greater understanding of what is meant by British Values • No referrals for students concerning radicalisation | <p>No referrals concerning radicalisation</p> <p>British values assemblies and theme week</p> <p>British values included in citizenship</p> <p>British values posters in all classrooms</p> <p>WRAP training completed</p> | No referrals concerning radicalisation | No referrals concerning radicalisation |

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| <p>Foster better understanding around mental health and wellbeing</p> <p><i>(SIP 2016/17)</i></p> | <p>Develop a better understanding and acceptance of mental health difficulties</p> | <p>KS, HoY, Julie Laycock</p> | <ul style="list-style-type: none"> • Student wellbeing committee (staff) established • MHFA training for all pastoral staff • Self-harm training for all teaching staff • Staff wellbeing handbook to support with referrals and a directory of services (hard copy and electronic) • HoY DSPL training around mental health support • Student mental health champions established • Mental health conference for feeder primary schools • Assemblies and themes weeks • Student directory of services added to the planner | <ul style="list-style-type: none"> • A greater understanding of support available for those with poor mental health • A decrease in the amount of unsuccessful CAMHS referrals | <p>Pastoral leaders have completed MHFA training</p> <p>Direct link to CAMHS through school link</p> <p>Directory is in the student planner</p> | <p>DfE champion school status for mental health</p> <p>Wellbeing base extension to carry out more 1:1 support</p> <p>Appointment of a second counsellor on 0.8</p> <p>MHFA training school</p> | <p>MHFA training continues</p> <p>Kite mark achieved</p> <p>Embedding 5 ways to wellbeing in PSHE curriculum</p> |
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This Equality Plan sets out the Equalities Objectives 2016-2020 and is referenced in our school improvement plan (SIP)