

# PINNER

HIGH SCHOOL

Policy	Equal Opportunities Policy
Date of Review	September 2020
Reviewed By	Headteacher
Date of Approval	September 2020
Approved By	LGB
Date of Next Review	July 2021
Statutory/Non Statutory	Statutory
Website/Non Website	Website

## Pinner High School Equal Opportunities Statement, Report and Plan.

Pinner High School is a non-selective, multi-race, multi-faith, multi-cultural, mixed school. All members of the school community have an equal opportunity to fulfil their potential and play a positive and active role both in school and the wider community. Students and staff should feel secure and valued within the school community. Pinner High School seeks to value all members of its community equally and to create a co-operative and harmonious environment based on mutual respect in which everyone can thrive. We recognise and celebrate the diversity of all backgrounds, cultures and faiths within the school and we do not value any one more than another. All members of the school community should be valued and respected irrespective of their race, gender, class, disability, ability, sexuality, religion, lifestyle or age. We respect the religious beliefs and practice of all staff, students and parents, and comply with all reasonable requests relating to religious observance and practice. The school does not tolerate any form of xenophobia, including those forms that are directed towards religious groups and communities. Language that is intolerant of any groups in the school environment is not accepted.

We believe that:

- Every student should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education;
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities;
- Every student should develop the knowledge, understandings and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an interdependent world.

To achieve these aims, equal opportunities considerations underpin all aspects of the school's work and development.

### SCHOOL POLICY

1. Legal Duties The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality. The duty applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools. The PSED requires schools to:

- Publish information to demonstrate how they are complying with the PSED – this information must include, in particular, information relating to people who share a protected characteristic;
- Prepare and publish equality objectives. We will update the published information at least annually and publish objectives at least once every four years. The information will be

available on the school website to those in the school community and public who wish to see it.

In fulfilling our legal duties, we are guided by three essential aims:

- Pinner High School we will eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act;
- At Pinner High School we will advance equality of opportunity between people who share a protected characteristic and those who do not;
- At Pinner High School we will foster good relations between people who share a protected characteristic and those who do not.

These protected characteristics are gender, race, disability, religion or belief, sexual orientation, gender re-assignment and pregnancy or maternity. At Pinner High School we fulfill the general duty in the following ways:-

Eliminating unlawful discrimination /harassment /victimisation by:

- Monitoring incidents of harassment or bullying of students with protected characteristics and providing perpetrators with sanctions/re-education as appropriate;
- Dealing with complaints of discrimination and harassment speedily and notify complainants of the outcomes and action taken;
- Following the new discrimination reporting system (Appendix D). Those involved will meet with the Senior Leader responsible for equality. All outcomes will be recorded following consultation with the head teacher;
- Encouraging students to challenge and report discrimination and harassment through assemblies raising the profile of different protected characteristics.
- If a member of staff is the victim of a discriminatory incident, the parties involved meet with the head teacher directly.

Promote Equality of opportunity by:

- Keeping accurate records of the destinations of all students and scrutinising to address any patterns or trends;
- Monitoring achievement by ethnicity/religion and disability and taking positive steps to intervene with underachieving groups;
- Ensuring enrichment activities and school trips are run at times when all students are able to participate and reasonable adjustments made for disabled students to be able to participate;
- Using language that is accessible to everyone regardless of their first language, this includes jargon free English and the provision of translation facilities upon request;
- Ensuring that disabled students are represented and encouraged to participate in class assemblies, plays, events and on the school council;
- Ensuring that the school environment is welcoming to both mothers and fathers and they

are equally participating in school events such as; parents evenings, assessment days, school productions;

- Consulting with parents and stakeholders in reviewing the Equality Policy;
- Conducting annual accessibility audits of the school and keeping a plan of activities to improve provision;
- Providing sensory support members of families with disabilities, such as hearing impairment, at school meetings and ensuring that meetings are held in accessible parts of the school;
- Providing parents of temporarily disabled students with passes and reserved parking to drop off their children at the main entrance;
- Taking into account the Equal pay act when restructuring TLRs or appointing to a new position;
- Ensuring the curriculum promotes careers which may in the past have been gender stereotyped. For example: Business Studies, Economics, Physics;
- Providing extra curricular opportunities to promote alternative career paths and occupations. For example: 'Q?rius programme';
- Delivering Physical Education choices to all that include gender stereotyped sports (Football/Cricket);
- Ensuring the governing body is representative of the local community;
- Ensuring that both mothers and fathers are encouraged to participate in Parent Voice activities;

Promote good relations by:

- Encouraging dialogue between different racial groups in school and in the local community. For example: Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students. For Example; Celebration of Black History Month, International Food Day, Chinese New Year, Mental Health Awareness Week, International Women's Day.
- Promoting positive attitudes via the curriculum, assemblies, and through discussion of these events. House Events also promote these attitudes. Students attended the Para World Athletics Championships in London and shared their experience with others in their year group on their return
- Encouraging all students with protected characteristics to exercise their rights as citizens and participate in the democratic process such as student government;
- Countering myths and misinformation that may undermine good community relations through our PSCE programme.
- Welcoming visitors of all backgrounds and ensuring displays raise awareness of cultural diversity to encourage visitors from all backgrounds to feel at ease.

2. The full range of school policies and practice

As well as the specific actions above we ensure that equal opportunities permeate the full range of our policies and practices, including those that are concerned with:

#### PARTNERSHIPS WITH PARENTS AND COMMUNITY

Within school, oral, written and visual communication takes place between staff, parents, students, Governors, the community and other outside groups and organisations. Oral, written and visual communications should aim to:

- Use appropriate vocabulary and terminology that will not exclude, offend or marginalise any groups in the school community;
- Present information in a positive and non-stereotypical way to reflect a multiethnic and multicultural society regardless of race, gender, class, disability, ability, religion, sexuality, lifestyle or age;
- Reflect in all publicity materials the values and ethos outlined in the Equal Opportunities Policy and materials are carefully monitored to facilitate this;
- Encourage active participation in all aspects of school life by parents and members of the local community through consultation, presentations and publicity material;
- Promote awareness of Equal Opportunities issues among staff, students, Governors, parents and other groups involved in the school community.

The school encourages participation of bisexual, gay, lesbian and transgender members of our community and implements LGBT strategies to prevent homophobic abuse, bullying and harassment. For example Homework Club includes a unit of work around LGBT celebration to highlight this important area, and we are pleased to be Stonewall Schools Champions.

#### STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

All teaching and non-teaching staff are included in meetings, staff development, policy making and social functions when relevant or appropriate including experienced and NQTs and supply teachers. All new staff, beginning teachers and supply teachers are informed of and familiarised with school policies, procedures and the rationale behind them. All staff have access to appropriate staff development. In staff recruitment the following procedures should be followed:

- The job description, person specification, shortlisting and interviewing will involve known and designated persons including Governors and staff as appropriate;
- The person designated to write the advertisement should share the school ethos and be familiar with the Equal Opportunities policy and job being advertised;
- Details must clearly state the criteria applicants are expected to meet;
- Due consideration should be given to the age/ethnic/gender/class balance of the interviewing panel;
- The criteria used for shortlisting and the questions asked at interview should match the agreed person specification and should be common to all candidates;
- Candidates should be informed that a debriefing is available;

- Reasonable adjustments will be made for candidates with a disability to alleviate disadvantage and provide any auxiliary aids and services;
- Candidates are not required to complete a health questionnaire before appointment and will not be asked any questions regarding their health unless specifically related to an intrinsic function of the work and in that case questions must be targeted, necessary and relevant.

Members of the senior leadership team have had training on safer recruitment in order to ensure the recruitment process is always conducted to a high standard.

## STUDENT ADMISSIONS

In student recruitment the following procedures take place:

- Named person(s) familiar with the school's Equal Opportunities policy and ethos of the school will be involved in the liaison process with staff and students at feeder schools at the earliest possible stage;
- All new students should participate in an induction programme which informs them of the school ethos, expectations and procedures including Equal Opportunities;
- All decisions regarding school procedures should be clearly stated and communicated to all parties concerned;
- Any incident giving cause for serious concern should be dealt with promptly and effectively, following the agreed procedure, which should include a written log of the incident and action taken.

Please also refer to the Pinner High School Admissions Policy.

## CURRICULUM PLANNING, ENTITLEMENT, COURSE CONTENT

The school Equal Opportunities policy informs the planning and teaching of the entire curriculum. The curriculum must be broad and balanced and all students should have the same curriculum entitlement, irrespective of race, gender, class, disability, ability, sexuality, religion, lifestyle or age. The curriculum should be relevant to the present and future needs of our students and regularly reviewed and monitored through lesson observations and work scrutinies. In planning course content in each subject, consideration should be given to the wide range of ethnic, social, cultural and religious backgrounds of our students.

## TEACHING AND LEARNING

- The methods of organisation which departments choose for the teaching of their subjects should demonstrably and explicitly maximise Equal Opportunities;
- Tasks set aside for students and the materials to support them should motivate and enable them to proceed and empower them to progress;
- In order to maximise learning opportunities for all students, classrooms should be organised so that students can benefit from a variety of teaching and learning strategies

and show tolerance and respect for the contributions of others;

- Tasks should avoid unconscious social, cultural or religious bias which might assume experiences which are not common to all students.

## STUDENT PROGRESS, ATTAINMENT AND ASSESSMENT

The school's and departmental assessment policies reflect the school's Equal Opportunities Policy. Assessment policies and practices have clear links to tracking student attainment by ethnicity, gender, looked after status, free school meals/pupil premium status and Special Educational Need/Disability (SEND). Subject areas analyse data formally to ensure all groups of students are making expected progress and to identify any trends of underperformance. Underperforming groups are targeted with intervention strategies and the impact of these strategies is monitored by Heads of Department and Senior Leaders.

## BEHAVIOUR, REWARDS AND EXCLUSIONS (INCL BULLYING)

Teachers receive regular training on how to identify discriminatory incidents that involve harassment or bullying of students with protected characteristics (See Appendix B). Staff are expected to identify and challenge prejudice and stereotyping. Incidents of discrimination, harassment and victimisation between students with or without the protected characteristics are recorded by teachers or other members of staff on SIMs. They are dealt with by the member of staff present and then escalated to the head of year who will provide perpetrators with sanctions/re-education as appropriate. Victims are informed of the outcomes and parents and carers are involved where appropriate. Incidents involving members of staff are referred directly to the head teacher.

Incidents are monitored and tracked and reported to governors on a termly basis. Exclusion data is also monitored and analysed by ethnicity, FSM and SEND and reported to the governing body.

Rewards given to students are monitored using SIMS, and the total number of points awarded is analysed on a termly basis to identify any groups of students with protected characteristics who may not be engaging with the system or being rewarded consistently and in line with their peers.

### 3. Responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented. The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. All staff are expected to deal with incidents of discrimination, harassment or victimisation that may occur; to know how to identify and challenge stereotyping; to support student in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work. All staff are required to record any breaches or incidents on SIMS and report to their line manager and the HOY of the student(s) involved.

### 4. Information and resources

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all students and parents.

#### 5. Action Plan

We draw up an annual action plan for the implementation of this policy and for monitoring its impact. (See Appendix A) These plans will be published on the school website.

#### 6. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

#### 7. Consultation, Monitoring and evaluation of Impact

Consultation about changes to this policy will be undertaken as the school grows.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and use this to inform strategies and raise achievement. The governing body will report annually to parents and stakeholders on the effectiveness and success of its Equality Plan. This report will be available from the school office and published on our website.

#### Appendix A – Equality Action Plan

#### Appendix B - Reporting incidents of discrimination.

#### Appendix A- Equality Action Plan

##### Objective Area for Action People Monitoring Outcome

Establish excellent achievement of all groups of students through high expectations and appropriate interventions where necessary.	overall. Monitoring of achievement of all groups at each assessment point.  Interventions put in place for groups and individuals who are underachieving	including home visits, phone calls and meetings with parents Head Deputy Head Assistant Head Data Leader Subject Leaders	Head of Year Attendance team Data manager reports to Senior Leaders after each assessment point.	refers to: "Pupils from all ability groups, disadvantaged pupils, and those with special educational needs and/or disabilities (SEND) make strong progress from their starting points."  Ofsted report refers to: "Whole-school attendance is above the national average. Strategies to
Establish high standards of attendance for all groups to ensure high attendance	Regular monitoring of attendance of groups of students Interventions	Head Assistant Head	Weekly updates in form competition Ofsted report	



secure good attendance are	effective. As a result, the	proportion of pupils who are	regularly absent from school is	<u>low.</u> "
Establish an ethos of equality and celebration of diversity in school culture.	Celebration assemblies	Leader)	Subject Leaders EQ updates EQ Award achieved ahead of schedule.	understanding and tolerance for others who are different from them, including those with a different sexual orientation. All pupils are unanimous in their praise for the respectful and warm atmosphere in the school."
Undertake EQ Equalities award.	Unit of Learning linked to British Values in classes	Head of Science (EQ	Ofsted: "Pupils show a well developed	

#### Appendix B- reporting incidents of discrimination

All incidents are reported immediately to HoY, who informs Senior Leaders and Head.

Head appoints Senior Leader to meet with those involved. HoY to take statements from all involved, including witnesses, using 'Student/ Staff Statement Form' and to complete Form A

Form A and student statements passed to Senior Leader. Senior Leader to liaise with Head teacher to decide next steps. DHT to complete Form B following discussion with Head teacher.

All documentation is stored as a hard copy in a locked cupboard and on Equality Log (password protected on shared area)