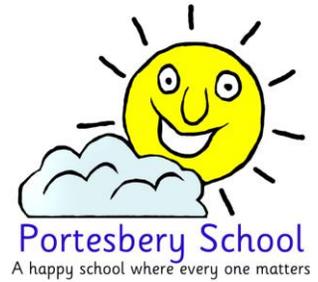


## Equality Policy & Single Equality Scheme

Reviewed: **July 2021**  
Review period: **4 yearly**  
Review date: **July 2025**



### **INTRODUCTION**

This policy sets out Portesbery School's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment and the school's statutory duty to produce a Single Equality Scheme from April 2012.

### **SCHOOL CONTEXT**

Portesbery School is a day school for pupils aged 2 -19 with severe and profound learning difficulties, many of whom have autistic spectrum disorders. The school can cater for up to 115 pupils. The school has an almost 70/30 gender split in favour of boys and although the large catchment area is predominantly affluent, there are pockets of deprivation within it. Our school population has a varied ethnic mix reflecting the diverse community that we serve. 25% of the school population can be described as having a physical disability, many of whom are wheelchair users. Academically, pupils are typically working within below National Curriculum Level 1 or low National Curriculum Levels across the curriculum. However, all pupils make progress towards individual targets set in the EHCP review process/My Outcomes document.

Currently there have been no teenage pregnancies or pupils undergoing gender reassignment.

### **EQUALITY – AIMS AND VALUES**

Portesbery School aims to provide equality and excellence for all in order to promote the highest possible standards.

Our Vision is: '**a happy school where every one matters and every voice is heard**'.

Our **Values** are:

- **Respect** - Every child will be treated as an individual, receiving a personalised approach
- **Collaboration** - Every family is invited to be part of the school community
- **Commitment** - Every staff member demonstrates professionalism and care

Our **Aims** highlight four main areas of development for each pupil:

- Skills for **communication**
- Promoting **independence**
- Developing essential **life skills** and **making choices**
- Learning in the **community** – the **community** learning from us

We achieve our **Vision, Values** and **Aims** through providing a safe, happy, fun, engaging and fulfilling environment which promotes the development of the whole person, providing skills for life.

We work together with other schools in the local area to enhance achievement for our children and young people and to ensure equality of opportunity by:

- ensuring a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society

### **THE SCHOOL'S APPROACH TO PROMOTING EQUALITY**

The overall objective of this Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds. This includes the protected characteristics identified within the Equality Act (2010) i.e., sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment, as well as ethnic or national origin, language, marital or civil partnership status, age (although age-appropriate restrictions may be applied where necessary), responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions. The principles of this policy should apply to all members of the extended school community, pupils, staff, governors, parents and community members.

### **A COHESIVE COMMUNITY**

Portesbery School continues to strive to promote a cohesive community, promoting equality in the school and its extended community, the school in its geographical community, the community of schools in the local area, the community of Britain, the global community, communities of the faith and voluntary sector, communities of friends.

In order to achieve a cohesive community, we will:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity

### **ROLES AND RESPONSIBILITIES**

***School governors are responsible for:***

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

***The Headteacher is responsible for:***

- making sure the policy is readily available and that the governors, staff, pupils and their families
- making sure that parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- 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

***All school staff are responsible for:***

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

***Pupils are responsible for:***

- keeping equality and diversity issues on the agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - the anti-bullying policy and specifically racist and homophobic bullying
  - developing school/class rules which challenge discriminatory behaviour

***Parents/Carers are responsible for:***

- keeping equality and diversity issues on the agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - the anti-bullying policy and specifically racist and homophobic bullying
  - ensuring the above is explicit within our Home School Policy

***Visitors and contractors are responsible for:***

- Knowing and following our equality policy

***Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.***

The member of staff with responsibility for overseeing equality practices at Portesbery School is: **Nathan Aspinall (Head Teacher)**

The governor with responsibility for overseeing equality practices at Portesbery School is: **Patrick Dawson (Chair of Governors)**

**Responsibilities include:**

- Coordinating and monitoring work on equality issues
- Being part of the review panel for this policy and the accompanying Single Equality Scheme when it is monitored in the Summer Term.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)

- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

### **Monitoring, Reviewing and Assessing Impact**

Portesbery School's Equality Policy is supported by a Single Equality Scheme which will be monitored and reviewed by staff and governors during the Summer Term of each academic year to ensure that it remains effective in eliminating discrimination, continues to promote access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The Head Teacher provides monitoring reports for review by the Governing Body linked to the School Development Plan. These include reference to the school population, key initiatives and progress against targets and future plans.

The principles of equality apply to all other school policies.

**The Specific Duties – Information Showing the School has complied with the General Duty**



| Duty   | Actions Taken  |
|--|--|
| <p><b>Eliminate conduct that is prohibited by the Act</b></p>  | <p>The school records incidents of racial abuse and reports these to governors. There have been no incidents. The school has an Equality policy in place and the current required Equality Schemes and Disability Access Plan.</p> <p>All relevant school policies are reviewed on a rolling programme overseen by the Governing Body.</p> <p>The school has a detailed induction programme for new staff and governors.</p> <p>Staff code of conduct is in place and reviewed annually.</p>   |
| <p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>                     | <p>Pupils who have a range of needs are well supported in our school and they make progress in line with expectations.</p> <p>The curriculum is differentiated to meet needs of all pupils.</p> <p>There are established and effective monitoring systems in place to track pupil attainment.</p> <p>Groups and individuals are tracked and no noticeable differences in attainment have been recorded between groups e.g. ESL, gender, types of disability.</p> <p>Teachers are careful to intervene to prevent incidents of behaviour or bullying.</p> <p>Staff are trained in MAPA (positive behaviour management and restraint).</p> <p>Parents report that their children feel safe in school.</p> <p>Our Behaviour Policy is reviewed annually – A pupil friendly behavior policy is available too.</p> <p>Behaviour incidents interventions and responses are recorded and monitored by County.</p> <p>Equal Opportunities and SMSC aspects are integrated within the curriculum.</p> |
| <p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b></p> | <p>Equality and Inclusion are central to our school ethos.</p> <p>There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension.</p> <p>Pupils and parents participate regularly in events that raise awareness of a range of diversity issues e.g. red nose day, etc.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information using a range of media.</p> <p>Our school council is democratically appointed and meet regularly - Pupil Voice is a central aspect of school.</p> <p>We promote and adhere to the Fairness and Dignity at work guidelines.</p> <p>Curriculum days focus on multicultural activities and experiences.</p>   |

## The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

| <b>Policy / Practice Considered</b>   | <b>Outline how the policy / practice was evaluated</b>   | <b>Outcome of analysis</b>   |
|---|--|--|
| <b>Behaviour</b>  | All staff and governors consulted and the policy is revisited and reviewed.<br>Positive Behaviour Support Plans are drawn up for pupils with specific support needs.<br>SLT and Departments review behavior incidents and pupil concerns are a standard agenda item.<br>Training delivered in MAPA Positive Options. | Behaviour monitored regularly<br>Behaviour plans are reviewed and updated.<br>Parents informed of serious incidents and when physical intervention has been used.<br>Behaviour training is included in staff induction.<br>The school consults regularly with the EP with regards to behavioural issues. |
| <b>Equal Opportunities including Race and Disability Discrimination Policy.</b> | Policies reviewed in line with new Single equality scheme guidance.  | Policies streamlined and updated to comply with the Equality Act 2010 (now includes the identified protected characteristics).<br>There is now a single 'Equality Policy' rather than separate documents.  |
| <b>Recruitment and Retention</b>  | HT and SBM have reviewed recruitment procedures  | Policy reviewed. Documents comply with Equality Act 2010.  |
| <b>Religious Education, Values &amp; Collective Worship.</b>                    | These policies are reviewed as part of a rolling programme, overseen by the Governing Body.  | Policies and Procedures in place.  |
| <b>Learning and Teaching</b>  | There is a system in place for Formal and Informal lesson observations.<br>The new Primary and Secondary curriculum has been in place since Sept 2020.   | Curriculum plans revised.<br>A more pupil centred approach focuses on learning styles<br>Accreditation framework revised and expanded to include range of accreditation for all learners.  |
| <b>Safeguarding</b>   | Policy revised.<br>Surrey Safeguarding audit tool conducted by Governing Body.<br>SLT and Nursing Team meet weekly to review safeguarding issues within the school.  | Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. Policy reviewed. HT, members of the Governing Body and SBM have completed on-line safer recruitment training.   |

## The Specific Duties – Publish Details of Engagement Undertaken

| Individual / Group engaged or consulted with. | Outline the nature of the engagement   | Summarise outcomes from consultation   |
|---|--|--|
| <b>Pupils</b>                                 | Pupils are increasingly involved in the leadership and decision-making procedures of the school through class and group consultation.  | There are 0 reported incidents of bullying and there are established and effective policies and procedures for dealing with all behavior incidents.  |
| <b>Staff</b>                                  | Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being. Staff training on the Fairness and Dignity taken place.   | Staff needs identified for ongoing training and CPD in a range of areas, including a range of teaching methods and resources for pupils with SEN. INSET and meetings provide CPD opportunities for whole staff and governors.  |
| <b>Governors</b>                              | Governors regularly review issues pertaining to equality and inclusion. Governors receive termly reports from HT to FGB and Committees. Governors act as critical friends.   | Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. Visits to the school monitors policy and focuses more specifically on areas of school improvement.   |
| <b>Parents</b>                                | Parent questionnaires are conducted and feedback by the Governing Body. Good attendance at annual review and Parent evenings. A programme of parent events, workshops and parenting courses. Good use of Parentmail and website and to enhance communication to all groups.  | We will seek to strengthen our commitment to quality communications and engagement with all parents and have commenced working on the Parents in Partnership Award. We will seek to engage more closely with parents / carers of pupils with protected characteristics, where this is known. |
| <b>Other Stakeholders.</b>                    | Liaise regularly and participate in the life of the school to promote equality. Many community-based activities e.g. Outreach, training and development work with Specialist school partnerships enhances inclusive practices and opportunities. Training is evaluated by participants. Work experience opportunities are sought and evaluated | Evaluations of community-based activities have led to additional opportunities of inclusion for our pupils.  |

## The Specific Duties – Set and Publish Equality Objectives

| <b>Characteristic</b> | <b>Objective</b>   | <b>Success criteria</b>   | <b>Date for review</b> | <b>Responsibility</b>                       |
|-----------------------|--|---|------------------------|---|
| <b>Gender / Race</b>  | To continue to monitor differences in pupil progress across different groups.  | Areas of concern noted and action plans implemented.  | Ongoing                | Senior Leadership Team                      |
| <b>All</b>            | Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact. | All related policies reviewed and updated in light of the Equalities Act and practices audited. | Ongoing                | HT, Senior Leadership Team & Governing Body |