



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### **EQUALITIES POLICY (including Equalities Statement)**

#### **Rationale**

The single public sector equality duty (known as the PSED or the equality duty) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect students or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

#### **Principles that inform our practice:**

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else.

#### **Issues that the equality duty will help to address**

##### **Attainment**

The equality duty will help to focus attention on performance gaps between groups of students, for example girls and boys, black, white and Asian students, and disabled and non-disabled students.



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### **Participation in school activities**

The equality duty provides a framework for identifying pupil needs, and weighing them against other education priorities when making any relevant decisions including those decisions on participation in school activities.

### **Ensuring students engage effectively in learning**

The general equality duty reminds us that equality is not necessarily about treating people the same way, but about developing different strategies to meet the different needs of students. This will be familiar to schools through the SEND framework or through providing additional support to groups of students who need it.

Schools should consider how each decision and policy may affect students with different protected characteristics. This can help identify priorities.

### **Bullying**

The equality duty reminds schools that they have to think about the interests of all of their students.

### **Improve careers and progression**

Analysing evidence of where students go after they leave school will help schools to maximize the potential of all their students. The equality duty encourages schools to consider how to increase the participation of students with different protected characteristics when it is disproportionately low in particular areas of school life. This extends beyond the curriculum to areas of the school's activities such as option choices and work experience opportunities.

### **Exclusion**

The general equality duty explains what issues need to be borne in mind before making significant decisions. Turning these into questions or prompts can help schools when they are considering policies or making decisions. The first question a school might ask could be: Is the policy/decision likely to result in discrimination?

### **How the equality duty can help improve teaching and learning in schools**

#### **Policy making**

The equality duty can help policy making in schools become more relevant to all groups of students and help the school decide on its priorities.

The duty applies to all your policies and procedures. It also applies to what may not be written down, i.e. practices. Applying the equality duty can help to identify issues and shape policies around the needs of different groups of learners whose interests are protected by it. When reviewing a policy the school needs to consider emerging equality issues.

#### **Making effective use of data and information**

Collating and analysing information and data on all aspects of school life can lead to policies and practices that are more attuned to the needs of different groups of students.

The duty to have 'due regard' to equality considerations is a continuing one, so monitoring the success of any initiative is important to ensure that it is an effective use of resources.



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Whilst statistical data can be an important source of information in monitoring, a great deal of useful information can also be obtained from individual tracking of attainment, lesson observation and talking to students and parents.

### **Supporting effective partnerships**

The equality duty supports effective partnerships by encouraging initiatives among local authorities, schools, parents, carers, and members of local communities. This includes discussions on what actions are needed to improve education for groups of students and to foster good relations across all protected characteristics.

### **Methodology**

Shirley High School has considered how well we currently achieve the aims of this duty with regard to the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information, we have:

- Reviewed the school's equality data, policies and practice and identified any gaps.
- Examined how our school engages with the protected groups, identifying where practice can be improved.

The outcomes are published within our Single Equality Plan, which has been agreed by our Governing Body. In line with legislative requirements we will review progress against our plan annually and review the entire plan and accompanying action plan on a four year cycle.

### **Roles and responsibilities**

The governing body is responsible for ensuring that:

- The school complies with equality legislation.
- This policy and related procedures and action plans are implemented.
- The monitoring of progress towards the equality objectives and reporting annually.

The Principal is responsible for:

- Ensuring the school's stated equality objectives are implemented and that access plans are written.
- Ensuring these are readily available to governors, staff, students and parents.

The Senior Vice Principal - Pastoral is responsible for:

- Implementing the school's stated equality objectives and writing access plans.
- Day to day coordination and implementation of the policy.
- Ensuring all staff know their responsibilities and receive training and support in carrying these out.

The Senior Vice Principal - Staffing is responsible for:

- Ensuring that visitors and contractors are also responsible for following relevant school policies.
- 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 expected to:

- Advance equality in their work.
- Foster good relationships between groups and tackle any prejudice related incidents.



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- Be able to recognise and tackle bias and stereotyping.
- Take up training and learning opportunities.

All Parents / Carers and Students will:

- Follow the relevant policies and procedures.
- Engage with the PD curriculum in relation to improving equality.
- Report any incidents of bullying, harassment or prejudice related incidents.

### Links with other policies

The Equalities Policy (including Equalities Statement) links with the following policies which can be read in conjunction:

- Behaviour Policy
- Inclusion Policy
- Anti Bullying Policy
- Teaching and Learning Policy
- Spiritual and Personal Development Policy (inc. PSHEE)
- Collective Worship Policy
- School Values and Ethos Information (displayed around school and on school website)

### Evaluation and Monitoring

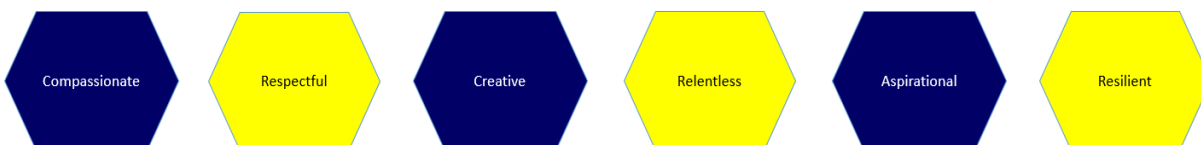
This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

### APPENDICES

Appendix A: Dealing with Prejudice Related Incidents

Appendix B: Equality Objectives 2019-20 (reviewed annually)

We want all at SHS to believe in and maintain the values of our school:





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### APPENDIX A

#### DEALING WITH PREJUDICE RELATED INCIDENTS

Prejudice will not be tolerated at Shirley High School Performing Arts College. The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties. This includes:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities e.g. anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

Clear procedures are in place and outlined below to ensure prejudice related incidents, discrimination and harassment are dealt with promptly, firmly and consistently. All prejudice related incidents will be recorded.

The named member of staff for Prejudice Related Incidents is Ms M Francis (Senior Vice Principal - Pastoral)

#### **Definition:**

A prejudice related incident is any incident which is so perceived by the victim, or any other person.

#### **NB:**

- Although an incident is alleged or perceived to be prejudice related it does not necessarily mean that it is. It must still, however, be recorded and an investigation must be carried out.
- Whether or not the offender intended their behaviour to be prejudiced is irrelevant. Although the offender's intentions are an important consideration in the investigation, their attitudes, motivation and awareness are not the main issue initially.

#### **Categories of Prejudice Related Incidents:**

##### 1. Incidents involving Physical Abuse

- Physical assault against a person or group because of disability, special educational needs, colour, race and/or ethnicity, religion, gender or sexual orientation.
- Prejudice related damage to personal property.

##### 2. Incidents involving Verbal/Written Abuse

- Intimidation and threats
- Verbal abuse, name calling, prejudiced jokes
- Insulting behaviour or gestures
- Ridicule of an individual for perceived differences
- Prejudice related comments during class discussions.
- Refusal to co-operate with other students because of their disability, special educational needs, colour, race and/or ethnicity, religion, gender or sexual orientation
- Abusive comments in letters/emails/written work/internet/texts
- Prejudice related graffiti

##### 3. Incitement (Incidents seeking the support of others in Prejudice Related Behaviour)

- Provocative behaviour such as wearing racist badges or insignia.



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- Bringing racist materials such as leaflets, comics, magazines or computer software into school.
- Using the school's computer systems to access and distribute racist materials.
- Attempt to recruit students and students to racist organisations and groups.

### **Procedure to deal with incidents:**

In all cases, whatever the nature of the complaint:

- Red card to be completed and forwarded to the respective Middle Leader.
- Investigation will be undertaken (details to be clarified; area of the complaint to be made clear; victim(s), aggressor(s) and witness(es) to be questioned and their statements attached. Clarity is needed as to why harassment is perceived as such).
- Red card, with investigation details and statements attached, to be passed onto Ms M Francis (Senior Vice Principal - Pastoral)
- Ms M Francis (Senior Vice Principal - Pastoral) will discuss the investigation with the victim and aggressor;
- The appropriate sanctions / restorative approaches will be applied.

Schools will be most effective in managing and responding to prejudice related incidents where;

- Clear, well-defined procedures for preventing and responding to prejudice related incidents are an integral part of the school's equality policy.
- Clear well-defined procedures for responding to incidents are integral to the schools systems for managing behaviour and providing pastoral care and support.
- Sanctions are applied appropriately in line with the schools behaviour policy and procedures.
- All staff have received training in responding to prejudice related incidents and follow the correct procedures for reporting incidents.
- An identified senior leader has overall responsibility. This responsibility includes:
  - ensuring that all incidents are recorded consistently;
  - ensuring that in all serious incidents the Safer Schools Police Team are contacted;
  - ensuring incidents are fully investigated and appropriate action is taken including parental contact;
  - monitoring and reviewing patterns of incidents and taking appropriate action;
  - Reporting to Governors as appropriate.
- Students have been involved in reviewing the procedures for responding to prejudice related incidents.
- All students are made aware of the procedures for reporting incidents and who they can report incidents to.
- New staff are made aware of the procedures as part of their induction to the school.
- Parents/carers are made aware of and have access to the school's policy and procedures.

### **Incidents involving Students:**

Support and intervention for victims and perpetrators will be most effective when:

- As part of the intervention, work is carried out with both the victim and the perpetrator:
  - the victim should be provided with immediate support and reassurance that the incident will be taken seriously, fully investigated and appropriate action taken in line with established school procedures.
  - the victim should be given every opportunity to express his/her concerns and feelings.
  - the victim is kept informed of the outcome of the incident reported.
  - the views of the victim should be taken into careful consideration when deciding the action to take.



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- the perpetrator understands and takes responsibility for the impact of their behaviour on the victim and the hurt and damage the incident may have caused.
- the perpetrator is supported in understanding why prejudice related incidents are so serious.
- the perpetrator is provided with opportunities for exploring the underlying attitudes and values that have led to the incident
- A restorative approach is used where appropriate to provide an opportunity for the victim to explain their feelings, the perpetrator to apologise and for reconciliation to be achieved. However, the victim must feel safe and confident with this approach.
- Both victims and perpetrators are made aware of the serious nature of the incident, of the unacceptable nature of the behaviour and the reasons for this.
- The parents/carers of both victims and perpetrators are informed of the incident, the action taken by the school and the reasons for that action, on the day of the incident, where possible.
- Where appropriate, parents/carers are involved in the resolution of the incident and/or the follow up action.
- Where appropriate, follow up action includes work with a wider group of students who may have witnessed the incident to stress the unacceptable nature of the incident and the action taken.

The flow chart below gives further advice to staff as how best to support the victim at the stage of the initial interview.

Listen attentively to what the student is saying, and acknowledge their feelings.



Create an environment in which the student feels comfortable and able to talk openly to you, be clear that you do not accept or collude with prejudice related comments. Do not deflect their concerns; give truthful and honest explanations.



Make the student feel valued, and reassure him or her that the prejudice related incident will be taken seriously.



Where appropriate help the student feel positive by using positive words to make them feel good about themselves.

### **Incidents involving Staff:**

- In incidents involving staff the school's normal procedures for investigating incidents, including disciplinary procedures, should be used. School staff may also wish to seek the support of their professional associations.

### **Incidents involving Visitors/ family members to the School:**

- Where visitors/ family members are perpetrators of prejudice related incidents the school should affirm that such incidents are not acceptable and, where appropriate, ask the people involved to leave the school premises.
- Support from the police should be sought if required.







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If yes, please state how many:



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### APPENDIX B

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

Schools need to integrate equality into their day-to-day decision-making. How that is achieved is up to the school, provided it publishes information showing how it is complying with the equality duty and the school's equality objectives.

#### Public Sector Equality Duty

Compliance with the Public Sector Equality Duty is evident in the following published policies and school information:

- Behaviour Policy
- Inclusion Policy (including School Accessibility Plan)
- Anti Bullying Policy
- Teaching and Learning Policy
- Spiritual and Personal Development Policy (inc. PSHEE)
- Collective Worship Policy
- School Values and Ethos Information (displayed around school and on school website)
- Staff Pay Policies
- Lettings of School Premises Policy
- Personal Development Curriculum overview

#### Equality Objectives 2019-20

Equality objectives should be:

- specific measurable and outcome focused
- be related to matters highlighted in the information the school publishes to demonstrate compliance with the general duty to have due regard for equalities
- integrated with the School Improvement Plan

The School Equality Objectives for 2019-2020 can be summarised as follows:

- To promote our Golden Rule and School Values to ensure understanding and awareness of all groups identified in the Equalities Act 2010.
- To promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.
- To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children, students from different ethnic groups and those for whom English is not their first language.
- To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.



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Protected Characteristic	Intent (Aim)	Target Groups	Implementation (Action)	Responsibility	Impact (Success Criteria)	Timescale
Race	To eliminate racist language and prejudice related behaviour amongst students	All students	<ul style="list-style-type: none"> <li>Implementation of a PD programme relating to different types of bullying and prejudice related behaviour</li> <li>Implementation of a PD programme including race and culture awareness</li> <li>Thought for the Day reinforcement in TGs</li> <li>Consistent reinforcement of the Golden Rule and the need to eliminate racist language and prejudice related behaviour</li> <li>Cultural Diversity to be extended from a week to a month.</li> <li>Inclusion of annual Anti –Bullying week</li> <li>Maintenance of Young Interpreters scheme</li> </ul>	All staff	<ul style="list-style-type: none"> <li>Reduction in prejudice related incident reports</li> <li>Student questionnaires indicate students are happy with how bullying is dealt with in school.</li> <li>Cultural Diversity week extended for Autumn 2020</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>July 2019</li> <li>Autumn 2020</li> </ul>
Disability			Reference Accessibility Plan in the Inclusion Policy			
Sex	<p>To ensure that the attainment and progress gap between boys and girls is narrowed.</p> <p>To raise the profile of wider reading for boys</p>	<p>Boys</p> <p>Boys</p>	<ul style="list-style-type: none"> <li>Teaching and learning in all lessons demonstrates equal opportunities for boys to achieve and progress.</li> <li>Interventions, extra-curricular clubs and school opportunities demonstrate equal opportunity for boys to be involved, achieve and progress.</li> <li>Boys are encouraged to read widely by all staff</li> </ul>	<p>All staff</p> <p>PTW and Literacy Coordinator</p>	<ul style="list-style-type: none"> <li>Attainment and progress gap between boys and girls is narrowed and at least in line with national averages.</li> <li>Language for learning reading analysis shows boys reading is at least in line with girls.</li> </ul>	<ul style="list-style-type: none"> <li>July 2019</li> <li>Ongoing</li> </ul>
Religion or belief	To eliminate inappropriate language based on religion and prejudice related behaviour amongst students	All students	<ul style="list-style-type: none"> <li>Implementation of an SD curriculum including different religious beliefs</li> <li>Implementation of a PD programme relating to different types of bullying and prejudice related behaviour</li> <li>Thought for the Day reinforcement in TGs</li> <li>Consistent reinforcement of the Golden Rule and the need to eliminate inappropriate language based on religion or beliefs as well as prejudice related behaviour</li> <li>Inclusion of annual Anti –Bullying week</li> </ul>	<p>SD staff</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>Reduction in prejudice related incident reports</li> <li>Student questionnaires indicate students are happy with how bullying is dealt with in school.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>July 2020</li> </ul>
Sexual Orientation	To eliminate homophobic language and prejudice related behaviour amongst students	All Students	<ul style="list-style-type: none"> <li>Implementation of a PD programme relating to different types of bullying and prejudice related behaviour</li> <li>Implementation of a PD programme including LGBTQ awareness</li> <li>Thought for the Day reinforcement in TGs</li> <li>Consistent reinforcement of the Golden Rule and the need to eliminate homophobic language and prejudice related behaviour</li> <li>Inclusion of annual Anti –Bullying week</li> </ul>	All staff	<ul style="list-style-type: none"> <li>Reduction in prejudice related incident reports</li> <li>Student questionnaires indicate students are happy with how bullying is dealt with in school.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>July 2020</li> </ul>
Pregnancy	To eliminate prejudice related behaviour in		<ul style="list-style-type: none"> <li>Risk assessment undertaken to inform future education arrangements.</li> <li>Education arrangements put in place following meeting with student,</li> </ul>	MF / PTW / HoY	<ul style="list-style-type: none"> <li>Appropriate arrangements for education in place as required.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>



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	respect of student pregnancy.		<ul style="list-style-type: none"> <li>parent / carer and HoY.</li> <li>Consistent reinforcement of the Golden Rule and the need to eliminate inappropriate language, references and prejudice related behaviour</li> <li>Inclusion of annual Anti –Bullying week</li> </ul>	All staff		
Gender reassignment	To eliminate inappropriate language based on gender reassignment and prejudice related behaviour amongst students		<ul style="list-style-type: none"> <li>Implementation of a PD programme relating to different types of bullying and prejudice related behaviour</li> <li>Implementation of a PD programme including awareness of transgender.</li> <li>Thought for the Day reinforcement in TGs</li> <li>Consistent reinforcement of the Golden Rule and the need to eliminate inappropriate language and prejudice related behaviour</li> <li>Inclusion of annual Anti –Bullying week</li> <li>Transgender adjustments to policies, procedures, education arrangements to be made as required</li> </ul>	All staff	<ul style="list-style-type: none"> <li>Reduction in prejudice related incident reports</li> <li>Student questionnaires indicate students are happy with how bullying is dealt with in school.</li> <li>Appropriate arrangements for education in place as required.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>July 2020</li> <li>Ongoing</li> </ul>