

Bishop Stopford School Equality Plan

To be reviewed March 2020 (Extended to Sept 2020)

Review By: Personnel/Student Care and Discipline

Final Approval: Policy – Full Governors Plan – SLT

Background

The **Public Sector Equality Duty** came into force in April 2011 as a consequence of the **Equality Act** (2010). It extends the previous responsibilities placed on schools to eliminate discrimination on grounds of Race, Disability and Gender to cover additional “protected characteristics”, namely Age, Sexual Orientation, Religion and Belief, Pregnancy and Maternity and Gender Reassignment. Schools must now have due regard to the need to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and the rest of the school community and foster good relations across all characteristics.

We accept the Stephen Lawrence Inquiry’s definition of institutional racism:

“The collective failure of an organisation to provide an appropriate service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.”

Instances are referred to the Assistant Head (Student Services). We will challenge negative stereotypes, log incidents and report serious examples of threatening language or behaviour to the Police. A typical sanction is exclusion.

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection policy.

Definition of discrimination

The definition of discrimination has also been extended and now includes the recognition of

- Direct discrimination – where provision is less than it would be for a reason associated with a protected characteristic
- Indirect discrimination – where a policy or practice that applies to everyone places a particular disadvantage on those with a protected characteristic
- Discrimination by association – makes it unlawful to discriminate against an individual who is associated with someone with a disability. It also applies to race, religion or belief, sexual orientation, sex and gender assignment.
- Discrimination by perception – relates to issues such as lowered expectations for individuals with a disability. It also applies to the same protected characteristics as discrimination by association.
- Victimisation
- Positive Action – the steps a school may make to help those with a protected characteristic overcome their difficulties

Process

The Equality Engagement Plan (EEP) outlines how the Academy engages with individuals who possess one of the following protected characteristics:

- Race
- Gender
- Disability
- Sex
- Gender Reassignment
- Pregnancy and Maternity
- Age
- Religion and Belief
- Sexual Orientation The Equality Act Action Plan and Accessibility Plan updated annually with tracked changes to audit provision and progress. The Assistant Head (Student Services), Business Manager, SENDCO, Site Manager and Chair of Governors’ Health and Safety sub-committee complete this activity.

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EQUALITY ANALYSIS

USE THE MATRIX BELOW TO SUMMARISE YOUR EQUALITY ANALYSIS

Using the evidence you have gathered in STAGE ONE and STAGE TWO, offer a brief analysis of your school’s effectiveness in promoting each of the 3 aims for each of the protected groups. There should be no gaps on this matrix, although there will be boxes in which you are clearly indicating there is further work to be done and doing that work will benefit a significant group of pupils in your school/academy setting. This will provide the starting point for the setting of Equality Objectives. Use “judgement phrases” like “emerging” (4), “improving”(3), “completed”(2), “outstanding”(1).

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	2	2	2 (Work is proportional to numbers)
Disability	1	1	1
Sex	2	Staff 1 Students 2	Not applicable
Gender Reassignment	Don't know	Don't know – see Stage 2 Matrix	Don't know – would need to declare themselves
Pregnancy and Maternity	3 – Policy to be written 1 – Policies now in place	3 – requests dealt with positively on an individual basis; not formalised	Not applicable
Age	3 – need to formalise current procedures		
Religion and Belief	1/2		
Sexual Orientation	2	2	2

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EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Race policy Anti-bullying policy EAL Policy	International Days (MFL) Community Cohesion conference 2010 Addressing diversity through Assemblies (March 2012) Racist Incident Log reported to Governors	Parents' Forum Faith Groups
Disability	SEN Policy DES Policy and Accessibility Plan Review meeting minutes	SEN Policy DES Review meetings Annual Review meetings (statemented students) Differentiated curriculum Parent support groups for ASD and Dyslexia (2010-11)	Email contact with parents PSHE Curriculum Year 8 Learning Support Provision, including deployment of Teaching Assistants Unit Provision for students with high functioning autism (now closed)

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Sex	Not applicable to staff Raise online analysis (students)	Raise online analysis (students)	Year 11 Intervention Programmes
Gender Reassignment	Staff: Academy's HR Representative (Business Manager) would be first point of contact Students: Academy Counsellor, Academy Nurse, Confidential yet Essential drop-in		
Pregnancy and Maternity	Teaching Staff Maternity Policy Associate Staff Maternity Policy	Currently Line Manager identifies necessary adjustments such as flexible working hours following Risk Analysis	
Age	Policy needs to be reviewed in the light of changes to current legislation (abolition of default retirement age)		
Religion and Belief	Admissions Policy recognises other Faith groups RE/PSHE/English Curriculum Acts of worship	Faith Leader meetings Using representatives of other faiths to raise awareness RE/PSHE/English Curriculum Acts of worship	Faith Leader meetings Using representatives of other faiths to raise awareness RE/PSHE/English Curriculum Acts of worship Whole academy activities such as Easter Hope
Sexual Orientation	Staff: see Gender Reassignment above Students: Curriculum, Anti-bullying Policy, CYE, Academy Counsellor		

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(now Equality Act) Action Plan and Accessibility Plan

Action	By whom?	By when?	Notes This plan to be read in conjunction with previous plan, last reviewed 12.10 Reviewed 12.11 Reviewed 02.13 Reviewed 01.14 Reviewed 01.15 Reviewed 02.16 Reviewed 02.17 Reviewed 03.18 Reviewed 02.19	Status
Physical Environment				
New Sixth form building to be compliant with latest building regs.	SLT Governors	April 12	Disabled toilet to be located between existing building and new building Disabled lift, stopping at all levels Disabled emergency telephones on the first floor with dedicated BT phone lines	Complete
Refurbish existing internal stairs	LB/PL PL	Ongoing Sept 2015 Sept 2019	High visibility step edges to be fitted for partially sighted at top and bottom of each staircase Octagon/drama steps to be done Done Now fitted External steps also fitted with high visibility step edges Strips repainted once a year in Summer ongoing program New build stairs also have strips. Maintenance of internal strips hi-Vis strips External strips also subject to renewal annually All steps to be marked inc Octagon	Complete Complete Complete Ongoing Complete Ongoing
New Unit for ASD students to include disabled facilities	SLT Governors	Sept 11	Disabled toilet located by new offices Achieved	Complete

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Auxiliary Aids and Services				
Inclusion Faculty to purchase NeoSmarts for students who had recording difficulties and three notepads for KS5 Read back facility to be installed on the academy network to enable students to proof-read their work	FW	July 11	NeoSmarts and Notepads purchased	Complete
			Texthelp Read and Write to be purchased and installed on wholeacademy network	Complete
			Trial ongoing as Jan 2014 for use in June exams	Complete
Proposals for laptop exam arrangements needed	JMB	Apr 15	Trial succesful but may need additional IT (laptops) Proposal needed for exam arrangements	Complete
		June 16	Students using laptops at back of main hall ongoing procedure Laptops are now used in all alternative venues	
Visual impaired student audit	JMB/PL	Apr 15	E9 set up to accommodate use of Laptops	Complete
		March 16	Audit of site for Visual impaired student Need to identify space for Brialle machine away from staff or students	Moved to the staff room
		Sept 17	VI team being disbanded Brialle machine will need to be run by the Academy	NNC VI team still ongoing VI team still in place 2019
Teaching and Learning				
New Unit for ASD students to open September 2011	JMB/KAH	Ongoing	SOW to be written which take account of the learning needs of high functioning, autistic students	Complete
			Achieved	
			Unit closed	
HI team and VI team meet with SENDCo at least yearly and when new students apply to the Academy Re draft policy in light of Supporting pupils with medical conditions (Dec 2015)	RK/JMB	Ongoing	recommendations from meetings are actioned	Complete
	JMB	Jan 17 Feb 18 Feb 2019	Policy to go to Govs Medical needs policy with Govs Medical needs policy being followed	Complete

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The Curriculum				
Disability issues to be discussed as part of Year 8 PSHE	BJ	Dec 11	Lessons delivered	Complete
FW to talk to Year 12 H&S students about SEN and Statementing process	FW	Nov 11	Lessons delivered	Complete part of ongoing lessons
Examination Access Arrangements to be compliant with the Equality Act		Apr/Oct 2014 Sept 15 Sept 2016 Jul 17 Feb 18 Feb 19	All trained staff have left the Academy, Need to train two new members of staff Training of two staff ongoing JMB and SA using SW in the meantime SA trained JMB to complete consider KVH also to be trained SA only mos trained need to identify ANO SA has left currently no MOS trained Outside consulted provides access arrangements services	Complete Proposal to advertise March 2018
Training/Staffing				
Whole staff training on differentiation	FW	Sept 11	As well as strategies for students with dyslexia and other specific learning difficulties, training included strategies for presenting material to students with visual difficulties See staff handout on Presentation of text 2012 – 13 All faculties to receive training on how to support students with literacy difficulties (FW/JS)	Ongoing Complete
	JMB	2014	All staff received training in 2012-13 year in 2013/14 training on new SEN legislation and staff responsibilities	Complete
	JMB/GK	2015	Update Staff on the Sept 2014 SEND code of practice	Complete
	JMB	Sept 2016	Training for Staff on supporting re medical conditions	Complete Sep 16
	JMB LDB	Sept 17 Apr 17	Sept training sessions every year Add questionnaire to staff confidential details sheet reference to DDA	Complete Sept 17 Not done Feb 18
	RK LDB/RK	Mar 19	Will see CR re Staff details Review forms and action as appropriate	Added to confidential information form

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Action	By whom?	By when?	Notes
Provision of Written Information			
Revise Academy website	AH JMB, AH	Dec 2011 Ongoing Nov 2015	Academy website compliant with DDA. (Priority 1 guidelines adhered to and Priority 2 guidelines satisfied) Review all internal policies for Equality Act and update information on the Website New website in place
Homework Folders on the VLE	AH	Dec 2011	Homework folders available on the Academy's VLE so students can access and post homework to teachers electronically.
Culture and Ethos			
Raise awareness of disability issues through assemblies and PSHE	RF, BJ LDB, RK LDB, RK RK PL	 Apr 2014 Apr 2016 March 18 March 19	Assemblies delivered covering issues such as what it is like to feel different and how to cope with hearing impairment. BJ, ICT Technician, has delivered a series of talks about his own personal experience of disability to Year 8 students in PSHE Review Staff awareness of Equality. Conduct a survey via Questionnaire Review Staff awareness of Equality. Conduct a survey via Questionnaire See LDB re new questionnaire Accessible toilet signs

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