



Peacehaven Community School

NO ORDINARY SCHOOL

Peacehaven Community School Equality Statement and Objectives 2014 - 2017

Introduction

Peacehaven Community School have developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation (LGBT)

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person. Since 6 April 2011 all public bodies including:

- Local Authorities
- Schools, colleges and other state-funded educational settings including academies

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

Statement

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- a) Eliminate unlawful discrimination, harassment, and victimisation
- b) Advance equality of opportunity; and
- c) Foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

Leadership

Within our school all **staff and Governors** at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of pupils or our staff.

Training

We will provide relevant training by using all suitable delivery methods.

Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

Visitors to the School

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

Publishing the Statement

We will publish our statement on the school website.

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms.

Reviewing and Revising the Equality Statement

We will review and revise the Statement no later than four years from publication of this statement.

How we will meet the General Duty & Specific Duty

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach i.e. information and objectives set out in Annex 1 and 2.

Our Equality Objectives (2014)

1. To ensure all teaching is at least good and that all staff are differentiating for students of different abilities
2. To improve outcomes for students in receipt of Pupil Premium
3. To develop policy to enable full access for students with visual impairments.
4. To ensure equal access to extra-curricular activities for all students regardless of SEND.
5. To develop a programme of peer awareness of SEND and other protected characteristics to reduce prejudicial bullying.

Policy Review

A copy of this policy will be displayed on the school website and issued to all appropriate staff members employed by the School. It will be reviewed annually and amended and modified as appropriate.

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Headteacher

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Chair of Governors

Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating the equality information we have:

- Identified evidence already in school of policies and practice and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed our effectiveness in terms of equality

Our equality evidence highlights:

Age:

- Peacehaven Community School is committed to a policy of equal opportunities throughout its dealings with applicants and employees. Our aim is that potential and actual employees, along with the individuals that we represent, are treated fairly on the basis of merit and ability regardless of age, disability, family responsibilities, gender, HIV status, marital status, nationality, race, religious or political views or affiliations, sexual orientation or socio-economic background.
- Our new staff training programme ensures all staff have effective CPD opportunities including ITT / GTP and RTT colleagues

Disability:

- 16.3 % of students had SEN (July 2016). We have a dedicated team of teachers and Learning Support Assistants led by a member of SLT who ensure the diversity of students' learning needs are met.
- We have disabled access policy to ensure access for students who use a wheelchair and our fire policy has specific procedures put in place.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively.
- We have a small number of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability

Race:

- 7% (July 2016) of our school are from a BME background.
- We work closely with East Sussex EAL team to support students with English as an additional language.
- We review curriculum to ensure that teaching and learning is culturally and contextually relevant and content is representative of the local and wider community.
- We analyse pupil achievement, attendance and exclusion with regard to BME groupings, and develop action points for the school accordingly.

Religion or belief:

- We have frequent activity around religious observance.
- Through the RE curriculum in KS3 &4 all students learn about world faiths.
- Our Religious Studies syllabus is inclusive

Sex:

- Our staffing is mixed with a positive balance of males and females in teaching and supporting roles
- The Senior Leadership team consists of 5 females and 4 males.
- Our governing body is gender representative, with a female chair.
- **Within our school where possible and practical we encourage flexible working.**
- We analyse pupil achievement, attendance and behaviour data with regard to gender, and develop action points for the school accordingly.

Sexual orientation:

- The school records all incidents of homophobic bullying and has a robust and immediate response to bullying

Rights Respecting School

- We have worked to actively make our governing body representative of the communities that we serve.
- We are mindful that school events celebrate diversity and encourage interaction.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events and developing projects that encourage intergenerational activity.
- We use PSHEE, mentoring and Community and Year Team Meetings as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings
- We carefully analyse pupil achievement with regard to a number of vulnerable groupings within the school (gender, BME, EAL, FSM, SEN) and develop action points for the school accordingly
- We have a well-developed pastoral system including a Behaviour and Emotional Support Team who co-ordinate specialist support for vulnerable students.
- We track and report on behaviour and exclusion data to eradicate any patterns or overrepresentation by individuals or groups.

Appendix 2

Equalities Objectives and Action Plan

Objective	Actions	Lead	Outcome
To develop medical/personal care policy to meet the needs of students with physical disabilities.	<ul style="list-style-type: none"> Review current policy. Attend the Annual Review of students with the most complex needs. Review induction paperwork to ensure any pre planning takes place before the student arrives. Meet with multiagency professionals to put health care plans in place. 	<p>ALE/SPO</p> <p>ALE</p> <p>ALE/RGU /JDI</p> <p>ALE</p>	All health care plans in place before the students arrive in September or casual admission slot at PCS. Plans may be completed in term 1
To develop policy to enable full access for students with sensory impairments.	<ul style="list-style-type: none"> Meet with Head of SST team. Audit of school building. Appointment of specialist staff. CPD for staff on access for students with a visual impairment 	<p>ALE</p> <p>ALE/SST team</p> <p>ALE</p>	Students with visual impairments fully included.
To ensure equal access to extra-curricular activities and residential for all students with SEND, including those with physical disabilities.	<ul style="list-style-type: none"> Audit of extra-curricular activities taken up by students with SEND. Student voice to identify barrier to access. Response to barrier. 	ALE/HLTA	Students with SEND proportional access to extra-curricular activities.
To develop a programme of peer awareness of equality issues including SEND.	<ul style="list-style-type: none"> To audit current curriculum. To develop curriculum in PSHEE and mentoring. Develop input for students in classes of peers with ASD/ visual impairment. 	<p>JMC/ALE</p> <p>JMC</p> <p>ALE/COR</p>	To reduce incidents related to prejudice.
To develop a programme of peer awareness of equality issues relating to LGBT.	To develop curriculum in PSHEE, mentoring and through CTMs	JMC/ALE	To reduce incidents related to prejudice.

Appendix 3

Definitions

Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.