



PATCHAM
HIGH SCHOOL

One Team, One Dream

Equalities Policy

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Patcham High School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion with stakeholders and is shared with the whole school community via our website.

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.
- All students are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At Patcham High School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The students are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Students' views are actively encouraged and respected. Students are given an effective voice and there are regular opportunities to engage with students about their learning and the life of the school;

- Positive role models are used throughout the school to ensure that different groups of students feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, students, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Patcham High School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication to ensure parents' views are captured to inform practice;

- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived students e.g. EAL, Gypsy, Roma and Traveller or students with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable through the Equality Action Plan and the School's Accessibility Plan, both of which are attached to this policy;
- The actions, procedures and strategies related to the policy are implemented;
- The Governing Body will have an overview on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Monitoring and Review

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents and carers from the different groups that make up our school and reported to the governing body. Specific foci will be on:

- Equalities legislation and the school's responsibilities in this regard;
- The impact and success of the policy on students from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL students and Free School Meals, in the following recommended areas:
 - Students' progress and attainment
 - Learning and teaching
 - Behaviour and exclusions
 - Attendance
 - Incidents of prejudice related bullying and all forms of bullying
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention



Accessibility Action Plan 2014-2017

Strand A: Increasing the extent to which disabled pupils can participate in the curriculum

Targets	Strategies
Provide more information to staff regarding specific needs of named students	Raise awareness of IEPs Staff training on Wave document Progress data to be better informed through staff access to 4 Matrix
Improve access to e-learning	Students to make more use of the recently installed wi-fi system to bring their own devices
Improve access to the curriculum with the purchase of specialist equipment for targeted students	Ipads Alpha Smarts Specialist software
Provide Staff training to further improve outcomes for students with SEN	Staff training
Improve staff understanding of how to make visual material more accessible to students	Staff training
Improve staff knowledge and skills in differentiating materials according to student need	Staff training
Provide increased support for students with emotional and behavioural needs	Increase Behaviour for Learning mentors team to work with targeted students
Increase literacy/ numeracy levels	Appointment of Ralph the school dog to help students with reading needs Appointment of English and Maths coaches to work with named students
Improve staff knowledge of specialist 'languages'	Staff training in Makaton, Braille and signing
Improve access for disabled students to extra-curricular activities	More use of green disabled minibus for those with physical disability

Strand B: Improving the Physical Environment of the school

Targets	Strategies
Improve access arrangements for those with physical disability	<ul style="list-style-type: none"> • Provide more disabled toilet access able to accommodate bigger power wheelchairs • Liaise with PFI provider to supply a bigger lift in Warmdene area to accommodate larger wheelchairs • Allocated parking space for disabled access to be left free of other cars in it
Improved Classroom access	<ul style="list-style-type: none"> • Make adjustments to classroom layouts to ensure wheelchair access is possible in every room • Purchase specialist furniture eg high desks
Staff training	<ul style="list-style-type: none"> • Ensure better coverage of staff training on specialist equipment eg Evac chairs • Review of job descriptions for new support staff to ensure that meeting the medical needs of disabled pupils is included

Strand C: Improving the availability of accessible information to disabled pupils

Targets	Strategies
Improve access for students with visual impairments	Improve awareness of how font size and page layouts can support pupils with visual impairments.
	Audit the school library to ensure the availability of large font and easy read texts to improve access
	Audit signage around the school to ensure that it accessible to all



EQUALITY ACTION PLAN: 2015 - 2017

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Actions:	Who's responsible?	Dates from and to:	Milestone/ progress:
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Equality of opportunity	To ensure girls achieve as well as boys in Mathematics and English	<p>Previous objective (2012-2014): To increase from 34.9% to 38.3% the APS score of girls in GCSE Mathematics (in line with National average). This was achieved in 2015 with girls APS at 39.9, boys 39.8, national 39.1</p> <p>New objectives (2015-17):</p> <p>a) Reduce progress gaps between girls and boys in Maths. Currently 3+ levels girls are 2.5% below boys and 4+ level girls are 4.3% below boys</p> <p>b) Reduce progress gaps between girls and boys in English. Currently 3+ levels boys are 14.5% below</p>	Whole school and specifically Yr 11 girls and boys	<p>Ensure targeted intervention takes place providing additional small group support and 1 to 1 tuition.</p> <p>Track girls and boys progress in Mathematics and English to ensure that 6 weekly progress is reviewed and appropriate support and intervention is in place. (RAP meetings)</p>	<p>Deputy Head Curriculum (MN)</p> <p>Head of Mathematics (RVS)</p> <p>Head of English (SJD)</p>	April 2015- July 2017	Sessions timetabled

			girls and 4+ level boys are 6.2% below girls.					
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Equality of opportunity	To ensure all students have reading ages to enable them to access the curriculum equally	To increase from 60% to 70% the proportion of all students achieving their chronological reading age	Whole school	<p>Raise the profile of reading through DEAR (Drop Everything and Read)</p> <p>Monitor and track reading ages through termly STAR reading tests for all students.</p> <p>Develop a range of reading intervention/support strategies.</p> <p>Extend and broaden the work of the RDU (Reading Delivery Unit)</p> <p>Develop support of the wider school community (specifically parents and volunteers) through Paul Hamlyn funded 'Speak Out' project.</p>	Deputy Head Teaching and Learning (JMK)	April 2015- July 2017	Sessions timetabled
Eliminate discrimination and other conduct that is prohibited by the Act	Good relations	To ensure that relationships between staff and students remain positive and to ensure that verbal abuse is challenged	To decrease by 5%, year on year, the number of exclusions related to verbal abuse	Whole school	<p>Ensure incidents related to verbal abuse on staff and other students are recorded accurately on SIMS.</p> <p>To run regular reports on exclusions relating to verbal abuse. Data to be analysed and discussed fortnightly between Assistant Head and the Behaviour Manager.</p> <p>Implement strategies to</p>	Assistant Head PD Behaviour Manager (AE)	April 2015- July 2017	Sessions timetabled

					<p>reduce abusive language and ensure all abusive language is challenged by all staff.</p> <p>Continue to promote and use Restorative Justice as a method of resolving disputes. Ensure all new staff are trained in the processes of restorative justice.</p>			
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