



Pendle Community High School & College

SINGLE EQUALITY POLICY (MARCH 2016)

ALL STAFF IN DELEGATED SCHOOLS

This policy replaces the following policies:

- Race Policy
- Disability Equality Scheme
- Gender Equality Scheme
- Equal Opportunity Policy

Statement of Principles

At Pendle Community High School and College we encourage a calm, orderly and friendly environment. We show respect for all members of our community and aim to be consistent in our approach to pupils. We promote positive self-esteem in an inclusive environment that values all. The Single Equality Scheme brings together Pendle Community High School and College's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practice and interactions with the whole school community, in conjunction with the 2010 Equality Act. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing quality learning experiences for our children and young people.

Our Single Equality policy outlines the commitment of the staff, pupils and Governors of Pendle Community High School and College to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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 Pendle Community High School and College, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any of the protected characteristics outline in the equality legislation.

School Context

Pendle Community High School and College is a co-located Generic Learning Difficulty (GLD) Community Day School and College for pupils aged 11-19 years. We currently have 113 pupils on roll.

Pendle Community High School & College is located in the Pendle borough of East Lancashire in the Marsden ward and was funded and is run under the Privately Financed Initiative (PFI) Scheme. The school is ranked on the 71st centile for multiple deprivations. Within our current population 68.4% reside in wards rated D to E* and the Health and Disability index is very high across all of our wards, rated E to E* (25% to less than 5% most deprived in England and Wales.) Within school we have a multi-disciplinary team (health professionals, a social worker and safeguarding officer) that works with families and external agencies to ensure the best possible outcomes for pupils and students.

A large proportion of our population is White British with 29% of our population classed as EAL (English as an Additional Language) with 24% of our population being of Pakistani heritage. Our school is multi-faith and holds weekly assemblies with a wide range of guests from different faiths and charitable organisations. Our charitable work promotes common values and supports charities at home and across the world most notably Derian House (a children's hospice), Missionaries of Charity (Manchester) and the Masai in Kenya.

Just under half of our current population, 46.6%, are eligible for Free School Meals (FSM) and 50% are eligible for Pupil Premium. In order to ensure equity and provide easy access to support for our most disadvantaged families we have used some of our premium to fund a Safeguarding Officer and access to afterschool clubs.

Children Looked After (CLA) form 9.1% of our population, nearly double that of other special schools in Lancashire.

Similar to other GLD schools all of our pupils have a statement of special educational needs (SEN) or an Education, Health and Care Plan (EHCP) with a learning difficulty categorised from Moderate (MLD) to Profound (PMLD). All of our pupils have additional needs with an increasing number of young people with complex medical needs. Within school 13% of our pupils have a sensory impairment (Visual Impairment (VI), Hearing Impairment (HI) and Multi- Sensory Impairment (MSI)) as a primary need. In addition we have pupils with Autistic Spectrum Condition (ASC) some of whom have significant sensory difficulties and challenging behaviour. Our MLD population has dropped by 30% in the past 4 years and 24% of our population has a diagnosis of Autistic Spectrum Continuum (ASC).

Ethos & Atmosphere

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 Pendle Community High School & College, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The commitment to equality is evident from Pendle Community High School & College's Mission Statement:

Mission Statement

"Within our special learning community of Pendle, we strive always to create a caring and inclusive environment. We support life-long learning, celebrate individual achievement and provide equal opportunities for all."

Aims & Objectives

The school Governing Body promotes and ensures that the school is best placed to meet the needs of the pupils within its care. The Governors actively encourage strong links between school and the community and promote a holistic and inclusive approach for all pupils and students.

We aim to provide all of our pupils with equal opportunity to take part in active learning opportunities regardless of race, gender, culture, religion or SEND. To do this we provide well-resourced classes, a stimulating and purposeful environment and a whole school curriculum that meets individual need.

We aim to provide a safe, secure and caring environment for all pupils despite their learning or physical difficulties. To do this we have a strong Health and Safety team, we regularly review care plans and any bespoke behaviour and positive handling plans. We ensure our Safeguarding is of the highest standard and work in partnership with external professionals. We aim to provide an inclusive learning environment for our pupils by enabling all to have inclusive experiences either within our school or within our co-located mainstream High School. We ensure our teachers and support assistants have regular pertinent CPD which is monitored for impact upon teaching and learning. We provide them with knowledge and expertise to meet the needs of all our pupils through a well matched and highly engaging curriculum.

We aim to support all pupils' learning needs and assist them in maximising their physical, emotional and social skills. Our broad and balanced curriculum is flexible, thoroughly planned and encompasses differentiation in teaching and learning styles. We see all pupils as individuals. We plan for each individual and monitor and track progress and ensure all their needs are being met. Within School we aim to provide support of the highest quality in terms of behaviour modification, enhancing communication, postural management and emotional support and well-being. We aim to ensure all of our young people leave school or college ready to take a place within the community that meets their needs and aspirations.

At Pendle Community High School & College the leadership of the school community will demonstrate mutual respect between all members of the school community. There is an openness of atmosphere which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviors, e.g.

through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Best Practice

This policy applies to the whole school community. Discriminatory behaviour makes people feel distressed and uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be discriminatory. If witnesses believe, with good cause, that a discriminatory action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where discrimination is not tackled.

Where pupils are perpetrators, they will be subject to the schools disciplinary procedures, the extent of the sanctions will depend on the severity and persistence of the discriminatory behaviour. Parents are likely to be informed and invited to school to discuss the incident.

Legally staff have a right to protection from discrimination, harassment, prejudice, stereotyping or discriminatory remarks at work and the school's disciplinary procedure will come into operation. Persistent discriminatory behaviour towards a member of staff will be dealt with as gross misconduct. A visitor or parent against whom a member of staff lodges a complaint of discrimination will be contacted by the Headteacher and an apology sought with the assurance that the behaviour will not be repeated.

Where parents or visitors to the school are perpetrators, they will be asked to stop the discriminatory behaviour immediately, the school's policy will be explained and subsequent action taken to cease the inequality.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole curriculum covers issues of equality and diversity.
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development.

At Pendle Community High School and College we have policies that set the expectations and how they are delivered for each area of the curriculum. These are accessible to all staff within school and are available to all parents/carers on request. All our curriculum policies

are reviewed by the Headteacher, Subject Leaders and Governors on the Curriculum Committee on a regular basis.

To raise Governor awareness and ensure equality issues are fully embed within future revision of curriculum policies, the Curriculum Committee will invite Subject Leaders to share examples of how equality issues are addressed in specific policies.

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements, wherever possible, and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

At Pendle Community High School and College we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All students (KS4+) have access to qualifications or accreditation which recognise attainment and achievement and promote progression

The provision of good quality resources and materials is a high priority and that these resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females, people from different ethnic backgrounds and people with a disability.
- Include non-stereotypical images of all groups in a global context.
- Are accessible to all members of the school community.
- Provide educational visits and extended learning opportunities that involve all pupil groups.

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity. We have a number of after school clubs and regularly involve our pupils in relevant offsite educational visits, which all our pupils are given the opportunity to be involved in.

Pupils are encouraged, wherever possible, to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability,

gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations). In addition:

- All pupils/staff/parents/carers are given support, as appropriate, should they experience discrimination.
- We have a School Council and a College Council that meet regularly and discuss a range of topics.
- We have wellbeing representatives at school, wellbeing activities that staff can engage in and information regarding wellbeing is communicated at the morning briefings.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Monitoring & Review

Pendle Community High School & College is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and learning environment is provided in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students:

- ✓ Parent and Pupil Questionnaires
- ✓ Self Evaluation
- ✓ SIMS reports and data
- ✓ RAISE online data

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

We collect and analyse equality information for Pupils at Pendle Community High School & College, as well as monitoring pupil performance information. We also regularly monitor a range of other information. This relates to:

- Achievement awards
- Racial Incidents
- Attendance
- Exclusions and truancy
- All forms of bullying
- Parental involvement
- Participation in the School & College Councils
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Some or all of the information may be contained within documentation arising out of self-evaluation (SEF). For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of

options selected. (See the School Self Evaluation Summary, the Headteacher's Report to Governors and the Curriculum Committee minutes.)

Pendle Community High School & College is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Information on staff in post is collected via completion of the data collection sheet and input onto SIMS. Data includes race, disability and gender. A Fair Processing Notice is issued to staff at the start of employment. This is deemed to be best practice in order to identify potentially discriminatory practice. Equal opportunity monitoring forms are sent out with every job application form which are returned to the School Business Manager who detaches them from the application, collates, and retains them for 12 months.

We collect and analyse a range of profile information for our staff and governors: staff profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management. All information is managed with professional confidentiality.

The names of all our staff and their position within the school are displayed on their ID badges and are also available on the school's website. Records of staffing levels, progress and salary details are held confidentially at school and are accessible only to office staff and the Headteacher.

We recognise the need for positive role models for our pupils and distribution of responsibility among staff. This includes pupils' access to a balance of male and female staff, who also vary in age. All staff within school including the Senior Leadership Team have an annual performance review held with their line managers. This allows the leadership team to monitor and track progress, provide and support relevant training and development, celebrate successes and set targets for the forthcoming year.

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination. At least one member of each recruitment panel is trained in safeguarding and safer recruitment to ensure good and safe practice through the recruitment and selection process. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole curriculum covers issues of equality and diversity.
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future

- learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development.
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.
- We meet all pupils' learning needs, including the more able by differentiating planning and setting.
- The school provides an environment which enables all pupils to have equal access to all facilities and resources; Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

We actively encourage and support the career development and aspirations of all school staff. All new staff are given a professional development folder on their first day and a formal induction. The folder contains policies that they must be aware of with immediate effect of their employment. These include (as an example only): Health & Safety, Child Protection, Staff Communication, Anti-Bullying, Moving and Handling, Behaviour, Intimate Care, Care and Control, online safety and a Staff Handbook. Staff undertake a two day induction process and are each assigned a mentor. Professional development folders remain with staff members for the duration of their time at the Pendle Community High School and College for them to be able to keep ongoing records of training and development and a portfolio of professional progress.

At Pendle Community High School and College Specialist School we work closely with parents/carers and the local community to help all pupils to achieve their potential. We actively encourage comments, suggestions and feedback from our parents/carers, staff, governors, outside agencies and the wider community that assist us in the positive development of the school, our policies including Single Equality Policy and School Improvement Plan (SIP).

We involve these groups by the following means and welcome their input:

- Contact with parents/carers through meetings, home visits and home to school diaries.
- Questionnaires/ Annual Review input
- Staff meetings and morning briefings held twice per week
- Termly governors' committee meetings
- Local Authority advisors and external consultants

Roles & Responsibilities

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Promoting equality and challenging discrimination is a collective responsibility that cannot be left to a small number of concerned staff. As more staff show and encourage understanding and appreciation and as more staff are prepared always to intervene when discriminatory remarks, discrimination or harassment occur, equality will become more embedded in the school ethos. This will benefit everyone but especially for all pupils who are growing up to take their place in a diverse society. Specific roles are assigned as follows:

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan. The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy which is delegated to the Deputy Headteacher as the Equality Officer. Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues. All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or

behavior.

Commissioning & Procurement

Pendle Community High School & College will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. As we were part of the first phase of the government incentive 'Building Schools for the Future' the Lancashire Authority contracts a Managed Service, currently ENGIE who project manage the site and building and comply with all equality legislation.

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published as part of the School Development Plan to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and the Plan

The Equality Policy will be published on the school website. Paper copies will be issued to any stakeholder who requests a copy.

Copies are available for staff on the shared network drive and in paper copy in the staff room. Staff will be made aware via staff meetings, induction and inset.

Review of Progress

An annual Headteacher's Report will report on progress and performance in respect of the Equality Policy and be submitted to the Full Governing Body each term. The report will cover ethnicity, disability and gender and report on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, Pendle Community High School & College will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

An action plan in relation to equality will be reviewed annually with any actions/development clearly detailed under a Single Equality Heading within the SIP. This will ensure that the policy is meeting the needs of all service users and that no group is disadvantaged.

Date approved by Governors – Single Equality Policy, 10 th March 2016	
Signed: 	
Chair of Governors	Headteacher
Review Date: March 2019 or as required	