



PENDLE COMMUNITY HIGH SCHOOL & COLLEGE Equality Policy

Introduction

This 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 other recognised area of discrimination.

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

School context

Pendle High School and Community College is a school for pupils with moderate, severe and complex learning difficulties. All pupils have Statements of Special Educational Needs.

Annual Equality Information 2023-2024	
Pupils on Roll	160
Male	112
Female	50
Special Educational Needs	160
Ethnicity	Pakistani – 72 Bangladeshi – 2 White British – 79 Other white background – 4 Other Asian background - 1 Other mixed background - 4
Religion	Christian – 23 Muslim – 32 Other – 4 None – 14 Refused - 88
Looked After Children	3
Post (LAC)	2
Pupil Premium	66 (41.25%)
Free School Meals	74

Ethos and Atmosphere

- At Pendle Community High School and College, the leadership of the school community 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 and record any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged and staff are expected to greet visitors to the school with friendliness and respect
- Our school values include embracing diversity and togetherness and the merit system rewards pupils who demonstrate these attributes.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Monitoring and Review

Pendle High School and Community 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 to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

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. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making

appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- 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.

Pendle Community High School and College is also 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. Due regard is given to the promotion of equality in the School Improvement Plan. The people responsible for the monitoring and evaluation of the policy and action plan are the Senior Leadership Team.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy.

Developing Best Practice

Teaching and Learning

We will 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
- Provide outreach opportunities to ensure that people with disability have presence in the community.
- 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 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 and outcomes
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

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.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school will place a very high priority on the provision for special educational needs and disability.
- We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school will provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Pendle High School and Community College, we will ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Where appropriate and at their level, 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 their personalised curriculum by considering their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to appropriate accreditation which recognises attainment and achievement and promotes progression

Resources and Materials

The provision of good quality resources and materials is a high priority. These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Pendle Community High School and College 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

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Pendle Community High School and College to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as pupils from Gypsy, Roma and Traveller, refugee and asylum seeker backgrounds.
- All pupils are encouraged to consider the appropriate future pathway opportunities available, 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/cognitive boundaries to some aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- We liaise with the PREVENT team when necessary to safeguard and support individuals most at risk of radicalisation through early intervention and offering 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.

Staffing and Staff Development

- We recognise the need for positive role models and distribution of responsibility among staff.
- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide all staff with training and development, which will increase awareness of the needs of different groups of pupils e.g. Protected characteristics training, Deaf Awareness, Autism Awareness etc.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

- Equalities policies and practices are covered in all staff inductions
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Members of the local community are encouraged to join in school activities

Roles and Responsibilities

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
- 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 behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

The Measurement of Impact of the Policy

The Equality objectives will be reviewed annually, and any resulting actions will be addressed.

Publicising the Policy and Plan

The policy will be available on the school website and is accessible to all stakeholders.

Annual Review of Progress

We are legally required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people. EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Pendle Community High School and College Equality Statement and Objectives

Equality Statement

Pendle Community High School and College seeks to provide Equality of Opportunity for all members of the school community whatever their disability, age, gender, race, nationality, religion, marital status, maternity, sexual orientation or background. We recognise that people have different needs and treating them equally does not always mean treating them exactly the same. We recognise that some members of the school community will need additional support to enable them to fully access school services. We strive to challenge discrimination and prejudice of all levels in the school community.

Specific Duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Equality Objectives 2023-24

Objective 1: To continue 'Connect and Respect' sessions for pupils in KS4&5 to develop their understanding of equality and diversity and further reduce incidences of bullying and discrimination.

Objective 2: To embed peer mentors as wellbeing and mental health buddies to help promote wellbeing for all pupils

Objective 3: PCHS&C will annually monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify

the need for additional support for pupils with the aim of narrowing the gap for equality groups.

Objective 4: PCHS&C will analyse our recruitment and retention data against all protected characteristics to highlight any potential negative trends that need to be addressed.

Policy adopted by governors:	October 2023
Review Date:	September 2024
Signed: T Ashton, Chair of Committee	
Signed: D Grogan, Head Teacher	