

THE PRIORY SCHOOL

Equality Information and Objectives Statement

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| Adopted by the Governing Body on: | July 2017 |
| Review cycle: | Annually |
| Review date: | Spring 2020 |
| Governors Committee: | Full Governing Body |
| Staff Responsible: | PHA |

The Priory School Equality Policy

Introduction

The Priory School has a positive approach to promoting equality, as defined within the Equality Act (2010). This policy covers age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment, our approach to community cohesion and the schools statutory requirement to produce a Single Equality Scheme which is regularly monitored and reviewed.

The School Context

The Priory C of E School, in Dorking, is a voluntary- aided, Church of England, mixed, secondary comprehensive school, with a sixth form.

The majority of students are of white British heritage and a small number come from a range of other ethnic backgrounds. The school has a numbers of students whose English is at an early stage of development, and who have learning difficulties or other disabilities or who are entitled to free school meals. The school population is stable. It is situated in an area of social and economic advantage, although students come from a wide range of backgrounds. (see Appendix 1)

Aims and Values

The school aims to provide equality and excellence for all in order to promote the highest possible standards. The school strives not only to achieve good results, but to create a balanced and rich environment to enable pupils and staff to flourish. The core values on which the policy is based include:

- a culture of respect for others,
- promoting equality by recognising and celebrating differences between people,
- a community where pupils are well prepared for life in a diverse society.

The School's overall approach to promoting Equality

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation
- promote equality of opportunity,
- foster good relations and positive attitudes among all characteristics and different groups in all of its activities.

Through the Equality Policy, the school will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

** 'age' is also a protected characteristic but not in relation to pupils of any age in a school)*

A Cohesive Community

The Schools seeks to:

- promote understanding and engagement between communities,
- encourage all children and families to feel part of the wider community,
- understand and respond to the needs and hopes of all our communities,
- tackle discrimination,
- increase life opportunities for all,
- ensure that learning, teaching and the curriculum explore and address issues of diversity.

Currently the school serves a variety of communities e.g.

- an extended education community (e.g. the Dorking Schools' Partnership),
- geographical communities (e.g. Dorking, Mole Valley, Surrey),
- the community of Britain, (e.g. Visits and Field Trips, Charities)
- the global community, (e.g. through the links made with communities abroad including e.g. France, Belgium, Uganda, Kenya, Spain, Germany),
- communities of interest (e.g. environmental groups, faith groups, ethnic or language groups),
- communities of friends (e.g. local clergy, business partners, arts, sports, voluntary and support groups).

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation,
- making sure this policy and the single equality scheme are properly implemented,
- making sure related procedures are followed,
- assigning a named governor to have a watching brief regarding implementation of this policy.

The Headteacher is responsible for:

- making sure the policy is available and that the governors, staff, pupils and their parents/carers know about it,
- making sure its procedures are followed,
- producing regular information for staff and governors about the policy and how it is working and for providing training for them on the policy, if necessary,
- making sure all staff know their responsibilities and receive training and support in carrying these out,
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping,
- promoting equality and avoid discrimination against anyone,
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Pupils are responsible for:

- supporting the schools equality ethos,
- sharing concerns or issues with a member of staff.
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying,
- developing school/class rules which challenge discriminatory behaviour.

Parents/Carers are responsible for:

- supporting the schools equality ethos,
- sharing concerns or issues with senior staff,
- developing good practice relating to this area through a shared input with staff. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying,
 - the format and wording of the Home-School Policy.

Visitors and contractors are responsible for:

- following our expectations regarding equality.

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- coordinating and monitoring work on equality issues,
- dealing with and monitoring reports of harassment (including racist and homophobic incidents),
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.),
- monitoring exclusions.

Monitoring, Reviewing and Assessing Impact.

The School's Equality Policy is supported by a Single Equality Scheme which is linked to the School Development Plan and include targets determined by the governing body for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The named member of staff and governor responsible for equality will monitor specific outcomes.

Reports will be given to the termly Full Governing Body meeting in the form of reports on racists, homophobic and other bullying incidents and updates on the progress and attainment of groups of students.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Procedure.

Appendix 1 School Context (as at March 2019) excluding casual staff

| | | | |
|---|---|----------------|----------------|
| Staff (teaching and support staff) | Support Staff | | |
| | Total | 37 | 44.58% |
| | Teaching Staff | | |
| | Total | 46 | 55.42% |
| | All Staff | | |
| | Total | 83 | 100.00% |
| Gender Male Female | Support Staff Gender | | |
| | F | 30 | 81.08% |
| | M | 7 | 18.92% |
| | Total | 37 | 100.00% |
| | Teaching Staff Gender | | |
| | F | 23 | 50.00% |
| | M | 23 | 50.00% |
| | Total | 46 | 100.00% |
| | All Staff Gender | | |
| | F | 53 | 63.86% |
| | M | 30 | 36.14% |
| | Total | 83 | 100.00% |
| Ethnicity White British Other Ethnic group | All Staff Ethnicity | | |
| | Any other ethnic background | 1 | 1.27% |
| | Did not wish to be recorded | - | - |
| | Mixed White and Asian | | - |
| | Mixed, any other mixed background | 2 | 2.53% |
| | Not Obtained | - | -- |
| | White, British | 69 | 87.34% |
| | White, any other White Background | 7 | 8.86 % |
| | Total | 79 | 100.00% |
| | | | |
| | Support Staff Ethnicity | | |
| | Did not wish to be recorded | - | - |
| | Mixed White and Asian | - | - |
| | Not Obtained | - | - |
| | White, British | 37 | 100.00% |
| | White, any other White Background | - | - |
| | Total | 37 | 100.00% |
| | | | |
| | Teaching Staff Ethnicity | | |
| | Mixed, any other mixed background | 1 | 2.17% |
| | Mixed White and Asian | 1 | 2.17% |
| | White, British | 41 | 89.13% |
| White, any other White Background | 3 | 6.53% | |
| Total | 46 | 100.00% | |
| Disability | Information available on request due to identifiable data | | |

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|--|-------------------------------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|--------------|----------|
| Pupils on roll | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | |
| Gender Male pupils Females pupils | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | F | 64 | 59 | 73 | 74 | 84 | 15 | 7 | 376 | 50.61% |
| | M | 76 | 74 | 66 | 72 | 59 | 14 | 6 | 367 | 49.39% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |
| Ethnicity Pupils who are white British Pupils who belong to an ethnic minority group | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | Any other Asian background | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0.13% |
| | Any other Black background | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0.13% |
| | Any other White background | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00% |
| | Any other ethnic group | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 4 | 0.54% |
| | Any other mixed background | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 6 | 0.81% |
| | Black - African | 0 | 2 | 1 | 1 | 1 | 0 | 0 | 5 | 0.67% |
| | Black Caribbean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00% |
| | Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00% |
| | Indian | 1 | 1 | 0 | 0 | 3 | 0 | 1 | 6 | 0.81% |
| | Information Not Yet Obtained | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0.13% |
| | Refused | 6 | 0 | 2 | 2 | 0 | 0 | 0 | 10 | 1.35% |
| | White - British | 127 | 116 | 123 | 132 | 137 | 25 | 9 | 669 | 90.04% |
| | White European | 1 | 4 | 2 | 6 | 0 | 1 | 3 | 17 | 2.29% |
| | White Other | 1 | 4 | 3 | 2 | 0 | 0 | 0 | 10 | 1.35% |
| | White and Asian | 1 | 0 | 2 | 0 | 0 | 1 | 0 | 4 | 0.54% |
| | White and Black African | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 4 | 0.54% |
| | White and Black Caribbean | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0.27% |
| | Gypsy/Roma | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 0.40% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |

| | | | | | | | | | | |
|--|---|---------------|---------------|---------------|----------------|----------------|----------------|----------------|--------------|----------|
| Additional Needs Pupils on the SEN register Pupils who have English as an additional language | SEN Status | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | No Special Educational Need | 112 | 113 | 117 | 125 | 130 | 29 | 12 | 638 | 85.87% |
| | SEN Support | 21 | 14 | 17 | 16 | 10 | 0 | 1 | 79 | 10.63% |
| | Statement | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 5 | 0.67% |
| | EHCP | 7 | 6 | 3 | 4 | 1 | 0 | 0 | 21 | 2.83% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |
| | EAL | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | No | 138 | 121 | 137 | 139 | 137 | 26 | 10 | 708 | 95.29% |
| | Yes | 2 | 12 | 2 | 7 | 6 | 3 | 3 | 35 | 4.71% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |
| Disability | Information available on request due to identifiable data | | | | | | | | | |
| Religion or Belief: Christian Muslim Religions include Hindu, Jewish, Sikh, Roman Catholic, Other No faith or not disclosed | Religion | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | Buddhist | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0.13% |
| | Christian | 103 | 91 | 98 | 121 | 115 | 19 | 12 | 559 | 75.23% |
| | Hindu | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 5 | 0.67% |
| | Jewish | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0.27% |
| | Muslim | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0.27% |
| | No Religion | 33 | 37 | 27 | 20 | 22 | 8 | 0 | 147 | 19.78% |
| | Other Religion | 0 | 1 | 5 | 1 | 3 | 0 | 0 | 10 | 1.36% |
| | Refused | 3 | 3 | 9 | 1 | 0 | 0 | 1 | 17 | 2.29% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |
| Looked after children | LAC | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | No | 139 | 133 | 139 | 144 | 141 | 29 | 13 | 738 | 99.33% |
| | Yes | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 5 | 0.67% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |
| Pupils eligible for Free School Meals | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total | % |
| | No | 121 | 118 | 125 | 136 | 134 | 25 | 13 | 672 | 90.44% |
| | Yes | 19 | 15 | 14 | 10 | 9 | 4 | 0 | 71 | 9.56% |
| | Total | 140 | 133 | 139 | 146 | 143 | 29 | 13 | 743 | 100.00% |

Numbers within the category of 'other protected characteristics' not listed above are considered too small to be recorded and therefore not presented.

Information Showing the School has complied with the General Duty

| Duty | Actions Taken |
|--|---|
| <p>Eliminate conduct that is prohibited by the Act</p> | <p>The school has maintained a racist incidents log for a number of years. This now includes incidents that are homophobic, based on religion or belief, gender, SEND or any other identified group.</p> <p>Our current focus is on improving the progress and outcomes of disadvantaged groups of students, including SEND. This is articulated in the Annual Improvement Plan and in the appraisal objectives of teaching staff, which requires the</p> <p>All school policies have been recently reviewed and the Equalities Policy now complies with the requirements of the Equalities Act 2010</p> |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> | <p>Over recent years the school has developed curriculum initiatives to advance equality, for example by introducing the study of particular texts in English that facilitate learning around diversity themes,</p> <p>The school also regularly participates in promoting diversity themes, eg Disability Awareness and Challenging Homophobic Bullying.</p> <p>Through PSHCE and School Assemblies. Links with Ugandan and Kenyan schools in recent years has seen students exchange trips take place and staff development programs.</p> <p>To raise the profile of disability in sport the school has had Paralympic and disabled athletes in the school, most recently Jamie Gane, the lower limb amputee Judo champion.</p> |
| <p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p> | <p>We work closely with the home school link worker to offer a Parent Support Programme.</p> <p>Student Voice is a central aspect of our pupil culture and pupils are regularly and actively consulted on a range of issues. The Student Council addresses issues of equality when appropriate in its meetings.</p> <p>The Head of PSHE regularly attends local support meetings run by a number of organisations.</p> |

Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

| Policy / Practice Considered | Outline how the policy / practice was evaluated | Outcome of analysis |
|---|--|---|
| Equal Opportunities including Race and Disability Discrimination Policy. | Reviewed with support from 4S Consultant and a Working Group consisting of all stakeholders – pupils, staff, parents, governors etc. | There is now a single 'Equality Policy' rather than separate documents. |
| Behaviour | Pupils widely consulted through questionnaires in year groups and the Student Council. | There is a renewed focus on consistency, fairness and a clear structure of progression. Pupils reported that they clearly understand the escalation structure and appreciate what the school's expectations are. |
| Anti-Bullying | Pupils and parents consulted and student council. The views of pupils who had been bullied were also sought. | The policy now has a greater focus on support, and explicitly addressed types of bullying. |
| Special Education Needs | Staff and Governors consulted, although more will need to be done on this policy as the Government's intentions for SEND provision become more known. | We now have a clearer focus on monitoring and tracking groups and individuals. There is a clear link here with disability discrimination and this is to be further developed to ensure that our pupils with SEND receive further appropriate support. |
| Use of online Google Forms to ascertain parent opinion. | Parents consulted on a range of issues. | Parents report growing satisfaction with the school and the progress of their children. Positive response to OFSTED survey 2018. |
| Headteacher Open Door | Headteacher or SLT team meets with parents within 24 hours to address any concerns. | No issues have been raised. The disability and access plan addresses any issues. |
| Local Community Association | Members of the community liaise regularly and participate in the life of the school to promote social and community cohesion, as well as the well-being and educational achievements of pupils from their community. | No significant issues raised as partnership is strong and on-going. This will be reviewed regularly. |
| CAMHS – Community Adolescent Mental Health | On-going liaison and input to life of the school. Consulted on a range of issues pertaining to pupil well-being and the development of policy on Bullying, Behaviour, SEN and Equalities. | CAMHS representative continues to work with the school and advises on a number of issues. This is expected to continue subject to funding. |
| Working with National Societies/Associations | Sought guidance on review of SEND policy and practice to better support pupils with Autistic Spectrum Disorder, Dyslexia and Aspergers. | Policy reviewed and now has best practice in place for pupils with known disabilities. This will continue to be reviewed to meet the needs of individual pupils. |
| Pregnancy and Maternity | To develop with the School Nurse team a young woman's working group. | |