



# **The Equality Act 2010**

## **The Piggott School's Equalities Procedures and Objectives**

**Everyone has the right to be treated with dignity and respect.**

**The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.**

**It also requires public bodies such as schools to have due regard to the need to:**

- **Eliminate unlawful discrimination**
- **Advance equality of opportunity**
- **Foster good relations between people from different equality groups**

Considering equality issues must influence the decisions reached by schools – such as in how they act as employers; how they develop, evaluate and review their policies; how they design, deliver and evaluate what they offer and how they commission and procure services from others.

Schools have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices

Their published information should include:

- Information on the effect that policies and practices have had
- Evidence of the analysis undertaken
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

This document focuses on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our services are accessible and delivered effectively.

We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors' evaluation procedures and school improvement and self-evaluation processes.

### **School context**

- Our pupil/student population (at September 2013) of 1247 pupils, with more boys than girls (52%:48%) Compared to other schools nationally there are few pupils eligible for Free School Meals (3%) and only 16% of students from minority ethnic backgrounds (compared to 22.4% nationally)
- Approximately 26% of pupils are supported at School Action or School Action Plus; 33 pupils (just over 3.2%) have a statement and the School roll is relatively stable.
- The School deprivation indicator is in the lowest percentile bracket.
- The staff of 162 includes representatives of various ethnicities (6%) and includes those with registered disabilities (two colleagues registered blind). 79% of the staff are women (reflecting a larger than average number of female LSAs) and spans a wide age range. Our Governing Body (at September 2013) includes representatives of only White ethnicity, with a 60:30 male:female gender split.

## The Piggott School's Vision and Aims for Equality and Diversity

**'To treat everyone fairly so that all members of the school community are free to learn and work'.**

### The School is committed to:

- Tackling discrimination on the grounds of race, disability, gender/gender identity, sexual orientation, religious belief and age
- Positively advancing equality.
- Creating good relationships between all groups by race, gender/gender identity, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

### We aim to ensure that

1. Every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards
2. Strategies are in place to tackle under-achievement
3. Every pupil has access to the necessary teaching and support required to enable them to achieve their best
4. The School's procedures for disciplining pupils and managing behaviour are fair, effective and equitable
5. Adults working or volunteering are, wherever possible, from diverse groups. We believe that this provides good role models for our pupils
6. We meet the needs of people from all ethnic backgrounds and of all religions or beliefs, of all ages, of all genders and sexual orientations and of all abilities.

### We will approach equality issues by:

1. Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management;
2. Ensuring that our planning contributes towards our equality objectives;
3. Ensuring that arrangements are in place to monitor and report on our progress against our objectives
4. Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objectives

## **Race**

**We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.**

Under the duties of the Equality Act we:

### **Tackle unlawful discrimination by:**

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them
- Dealing with complaints of discrimination and harassment speedily and notify complainants of the outcomes and action taken
- Encouraging dialogue between different racial groups

### **Advance equality by:**

- Expanding access and achievement across all communities and in all areas of school activity (including representatives on the School Council and prefect body)
- Promoting the active participation of minority communities in shaping the future of our school
- Consulting with ethnic minority learners and staff on issues affecting them rather than with people acting on their behalf (via School Council, online surveys and one-to-one conversations)
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations (through Newsletters, assemblies, 'Thoughts for the Day' e.g. notes for International Nelson Mandela Day were produced by two BME students)

### **Foster good relations and cohesion by:**

- Promoting activities that celebrate our common experience as well as those that recognise diversity (through assemblies and Tutorials in Learning for Life – L4L)
- Encouraging learners and families of all ethnic groups to participate fully in all aspects of school life (eg on sports day, in drama, choir, concerts and other academic activities)
- Fostering understanding and respect for the cultures and faiths of all our learners and their families (e.g. through other school procedures and 'whole school messages' delivered in assemblies and tutorials. Thus doing, we are able to counter myths and misinformation that may undermine good community relations)

## Disability

**Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users. Under the duties of the Equality Act we:**

### **Tackle unlawful discrimination against people with disabilities by:**

- Challenging patronising or discriminating attitudes and behaviours. Role models within the staff encourage tolerance and acceptance.
- Making the environment as safe as possible e.g. use of CCTV cameras through 'high-viz' paint to enable VI students to see obstacles
- Monitoring and eliminating discrimination and disability-related harassment e.g. through anti-bullying procedures and sanctions, as well as communicating appropriate messages through assemblies, newsletters and tutorials
- Improving the School's environment to ensure disabled learners can take advantage of education e.g. finding an alternative means of delivering Food lessons on the ground floor, because the practical sessions are normally only accessible via steep stairs. Use of videoconferencing has supported this

### **Advance equality for people with disabilities by:**

- Removing barriers to accessibility – e.g. alternative provision for Food lessons for those with mobility issues. This helps the School to promote equality of opportunity between people with disabilities and other people.
- Increasing the extent to which disabled learners can participate in the school curriculum e.g. by training of staff to ensure understanding of wider strategies
- Providing appropriate support, assistance and care to disabled learners e.g. through strong LSA team and specific responsibility having been given to colleagues for sensory need students.
- Supporting disabled learners, staff and carers according to their individual need e.g. appropriate IT facilities for VI staff.
- Taking steps to meet people's needs, even if this requires more favourable treatment e.g. this has been part of the support offered to a colleague with ME, amending her t/t to support her specific needs
- consulting disabled learners, their families and disabled staff in the changes that affect them, rather than with people acting on their behalf e.g. through the vulnerable children's network of parents, IEPs, Performance Management.
- Monitoring staff and learners by disability:
  1. 2 staff are registered disabled
  2. 4 pupils are registered with a physical disability

### **Foster good relations and cohesion by:**

- Promoting positive attitudes towards people with disabilities and increasing the inclusion of positive images of people with disabilities across the curriculum– through the role models we have at School and actively working with families and students. Students learn about disabilities through L4L/Lifeskills and both the Olympics and Paralympics were actively promoted.
- A VI Paralympian was chosen to officially open new Sixth Form accommodation (April 2012) and worked with parents, staff and students during his visit. We believe this encourages participation of people with disabilities in school life.

## Gender

We are committed to working for gender equality and give due regard to the need to:

### Tackle unlawful discrimination by:

- Eliminating unlawful discrimination and harassment on the grounds of gender e.g we have clear recruitment procedures, ratified by Governors to ensure there are no discriminatory practices
- Challenging patronising or discriminating attitudes – such things are tackled through the School’s Behaviour Procedures and use of appropriate sanctions.
- Making the environment as safe as possible – the School is well-lit with equal provision of personal and changing facilities; drop-in health consultations and counselling.
- Challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men e.g. through assemblies, Themes of the Week – like ‘Send My Daughter to School’

### Advance equality for all by:

- Monitoring learner outcomes and achievement by gender:

	<b>Boys</b>	<b>Girls</b>
Count	96	81
Total points score	449	458
Average points score	41	45
Number of A*-A	19%	32%
Number of A*-C	77%	88%
Number of A*-C - no BTEC	75%	87%
Number of A*-G	98%	99%
3 A*-A	29%	50%
5 A*-C	74%	94%
5 A*-C - no BTEC	72%	93%
5 A* - C incl. En & Ma	62%	86%
5 A*-G	97%	100%
5 A*-G incl. En & Ma	97%	100%
9 + A*-C	56%	82%
9 A*-G	82%	98%
1 A*-G	100%	100%
9 + GCSE taken	73%	85%
A*-C En	67%	89%
A*-C Ma	87%	93%
A*-C in En & Ma	66%	86%
A*-G En	99%	100%
A*-G Ma	100%	100%
A*-G in En & Ma	99%	100%
Expected 3LoP progress in En	60%	72%
Expected progress in Ma	80%	86%
A*-C in a Language	52%	78%
Short course G+ in a Language	76%	93%
2 C+ grades in science (with BTEC)	69%	83%
2 C+ grade in science (without BTEC)	64%	79%
1 C+ grade in Humanities	43%	43%
Humanities studied?	65%	62%
A*-C in En AND Ma	78%	71%

Monitoring staffing and pay by gender for 2012-13: (where seen, figs in brackets = 2011-12)

<b>2012/13 Staffing based on FTE headcount</b>		Male	Female	% of teaching staff	% of total staffing budget	££ value of budget
Break down of all staff by gender		%	%	<b>100%</b>	<b>100%</b>	<b>£4,092,274</b> <b>(£3,841,839)</b>
Proportion of teaching staff by salary grade	UQT	4	3	7% (8)	2% (3)	£100,928
	M1	0	8	8% (4)	4% (2)	£164,069
	M2	1	2	3% (9)	2% (5)	£69,885
	M3	2	5	7% (6)	4% (3)	£166,109
	M4	3	2	5% (3)	3% (2)	£135,520
	M5	1	1	2% (6)	2% (3)	£67,837
	M6	5	3	8% (12)	3% (8)	£126,208
	UPS1	5	10	16% (12)	15% (9)	£628,930
	UPS2	2	5	7% (2)	5% (1)	£205,593
	UPS3	4	23	28% (30)	20% (24)	£815,983
	AST	2		2% (4)	4% (4)	£146,199
Leadership	2	3	5% (6)	8% (8)	£343,813	
		<b>32% (33)</b>	<b>68% (67)</b>	<b>100%</b>	<b>73% (72)</b>	<b>£2,971,074</b> <b>(£2,779,043)</b>
Proportion of teaching staff with TLR	TLR2iii	3	7	10% (11)	1% (1)	£36,616
	TLR2ii	0	8	8% (12)	1% (1)	£50,412
	TLR2i	6	7	14% (15)	2% (2)	£77,172
	TLR1ii	2	4	6% (7)	1% (1)	£45,050
	TLR1i	1	3	4% (4)	1% (1)	£35,820
		<b>33%</b>	<b>65%</b>	<b>53% (52)</b>	<b>6% (6)</b>	<b>£245,070</b>

Support staff						
	Grade 3	2	28		9%	£351,454
	Grade 4	2	17		4%	£153,081
	Grade 5	2	12		5%	£194,248
	Grade 6	0	2		1%	£50,118
	Grade 7	0	2		1%	£53,117
	Grade 8	1	0		1%	£33,661
	Grade 9	0	0			
	Grade 11	0	1		1%	£38,961
		<b>10% (19)</b>	<b>90% (81)</b>	<b>100%</b>	<b>21% (21)</b>	<b>£874,640</b> <b>(£821,614)</b>



- Foster good relations and cohesion by:
  - Promoting equality of opportunity between men and women by regularly reviewing our procedures and through an Annual report to the Governors from the Head Teacher which analyses and evaluates the recruitment and opportunities offered for promotion across all members of staff
  - Increasing the use of positive images of women and men, girls and boys across the curriculum – e.g. through visitors to assemblies and lessons
  - Encouraging the equal participation for all in all aspects of school life e.g. by actively promoting opportunities fairly in lessons and through other media to which all students have access.

## Religion and Belief

**We are committed to working for the equality for people based on their religion, belief and non-belief and give due regard to the need to:**

### **Tackle unlawful discrimination by:**

- Monitoring and eliminating unlawful discrimination on the grounds of religion or belief e.g. through clearly articulated and regularly reviewed procedures for anti-bullying and behaviour sanctions
- challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief e.g. ensuring that all students follow a religious education course wherein different beliefs and lifestyles are acknowledged, taught and discussed. (2012-13: only two children from the same Catholic family sought to be withdrawn from RE lessons though both attend assemblies; all other students from a variety of religious backgrounds participate in assemblies RE and other events such as Remembrance Day service)

### **Advance equality in all our functions by:**

- Removing barriers which prevent children and adults participating fully at school. There is accommodation given to students for the purpose of religious dress and festivals such as Ramadan, to ensure neither their faith and learning are compromised at school.

### **Foster good relations and cohesion by:**

- Encouraging the equal participation of people of all religions, beliefs and non-belief in all aspects of school life. E.g. Themes for the Weeks acknowledge all major religious festivals during the course of the year; staff are allowed to take leave during times of major festivals or religious events e.g. there have been examples of both Hindu and Sikh funerals which required a colleague to take paid leave for longer than usual
- Both the Head Teacher and Subject Leader for RE are members of Wokingham SACRE
- 'RE Days' have been held in the School since 2009 during which time members of local faith communities lead talks and Q&A sessions with Sixth Form students.

**There are few occurrences of discriminatory or bullying behaviour based upon faith or religion and the whole-school take up of RE and attendance at assemblies, as well as the 'Outstanding' grade awarded by the SIAS Inspection (2011) suggests we do not need to include an objective for this element.**

## **Sexual Orientation and Gender Identity**

We respect the rights of individuals to be open about their sexual orientation. We give due regard to the need to:

### **Tackle unlawful discrimination by:**

- Taking a pro-active approach to preventing all forms of homophobia within the School e.g. through the School's behaviour management procedures and by acknowledging that all students (and staff) have the right to individual sexual preferences.
- Challenging patronising or discriminating attitudes and homophobic language e.g. any such incidents would be dealt with as cases of bullying and sanctions would be applied appropriately
- Challenging bullying behaviour on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily –e.g any such incidents would be recorded on SIMS and tackled by pastoral staff promptly and, at the most, within 24 hours of something taking place.

### **Foster good relations and cohesion by:**

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality e.g. Governors annually consider the policy and procedures in support of Sex Education and Relationships, as well as procedures to support student health and well-being. The Head Teacher's Report to Governors contributes to this.
- Confidential counselling is available to both staff (off-site) and students, and this offers a supportive route for individuals who struggle with aspects of their gender identity.
- Promoting equality of opportunity between men and women e.g. through the Head Teacher's Annual report to Governors: an analysis of staff opportunities, promotions, professional development and INSET allows for any poor practice to be challenged and addressed.

Currently there are no mechanisms to garner information about the sexual orientation and gender identity of staff and this means there is no formal engagement with relevant community groups.

It is not an aspect of the School's work which is deemed to be vulnerable and no objective for work in this aspect is felt necessary.

## Age

We are committed to promoting equality of opportunity for younger and older people. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large. The School acknowledges the legislation by which there is no longer a formal retirement age.

### Teaching staff profile:

Age	Male		Female		Cumulative		National
<35	16	15%	30	28%	46	43%	35%
35-44	3	3%	24	23%	27	25%	25%
45 - 54	5	5%	12	11%	17	16%	22%
55+	6	6%	10	9%	16	15%	18%
	30	28%	76	72%	106	100%	

### Whole staff profile:

Age	Male		Female		Cumulative	
<35	17	9%	39	20%	56	29%
35-44	7	4%	42	22%	49	26%
45 - 54	8	4%	44	24%	52	28%
55+	8	4%	22	12%	30	16%
	40	21%	147	78%	187	100%

### We tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language e.g through the School's anti-bullying procedures and behaviour management strategies. Also through L4L and tutorials, as well as assemblies.
- Dealing with complaints of discrimination and harassment speedily e.g any such incidents would be recorded on SIMS and tackled by pastoral staff promptly and, at the most, within 24 hours of something taking place.

### We foster good relations and cohesion by:

- working with local charities who support the needs of the elderly and promote charitable volunteering for students to raise their understanding and awareness e.g. Christmas parties for the elderly
- Increasing the inclusion of positive, non-stereotypical images of people of all ages e.g. through L4L tutorials and in assemblies.

**With a staff profile reflecting a increased proportion moving towards retirement an objective may need to consider how to manage this staffing structure and its impact on the School's progression plans. It will be important to ensure opportunities are offered to skilled and talented young staff whilst retaining the breadth of appropriate skills, expertise and the stability to ensure high standards are retained.**

## Anti-bullying

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our School takes to address bullying and discriminatory incidents in our Anti-Bullying procedures. We monitor and submit data regarding bullying and discriminatory incidents as required.

Staff are aware of their responsibility to respect others through the School's Code of Conduct. Failure to acknowledge and to belittle the rights of others result in disciplinary procedures. The importance of reporting any such harassment is emphasised in the Code of Conduct and is implicit in staff contracts.

**An objective to remind staff of their responsibilities and to make everyone aware of the need to report incidents of homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment will be met through a staff meeting, when the Equalities Objectives (this document) is presented.**

## Employment Practices

In our School we observe the principles of equal opportunities in how we employ, develop and treat our staff. To this end the following policies and supporting procedures are followed:

- i. Safer recruitment policy
- ii. Human Resources policy
- iii. Equal Opportunities policy
- iv. Staff disciplinary policy
- v. Pay procedures
- vi. Appraisal
- vii. Grievance policy

An analysis of staffing and recruitment is considered by Governors in the Head's Annual report to Governors.

## Due Regard

Under the legislation we are required to pay *due regard* to equalities when planning and implementing policies, functions or procedures. Examples of policies / practices that we consider include:

- School Improvement plan
- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- Uniform
- Health and Well Being
- Discipline
- Careers/work experience
- Anti-bullying policy
- School trips

## **Equalities Objectives**

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

- 1. Ensure opportunities are offered to skilled and talented young staff whilst implementing strategies to retain the breadth of appropriate skills and expertise and the stability to ensure high standards are retained.**
- 2. Ensure all staff are aware of their responsibilities to address and report incidents of homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.**
- 3. Encourage equal participation for all in all aspects of school life by actively promoting opportunities fairly in lessons and through other media (incl. FROG, use of the parent portal and KKS) to which all students have access.**

## **Date of Publication**

## **Roles and responsibilities**

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

### **For the Piggott School, the governing body:**

- Ensures that the School meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions
- Intends to monitor the delivery of the School's Equality Objectives
- Will ensure that all members of staff understand the importance of the Objectives and their role in delivering them through training and staff development

## **Contracting and Procurement**

### **We will:**

- Include equality requirements within the contracts for services procured by the school.
- Monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

## **Reporting and reviewing the objectives**

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

## **Publication**

The School's Equality Objectives are published and are available to all on our website

## **Complaints**

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.