



## SHOREFIELDS SCHOOL

### EQUALITY INFORMATION & ACTION PLAN

Staff Consulted (Date)	Governors Review (Date)	Comments	Next Review Due (Date)
	2014		Yearly
	2015		Yearly
22.02.16	2016		Yearly
March 2017	2017	Additional of social media in regard to bereavement	Yearly
Feb 2018	2018	Hydrotherapy pool added	Yearly
Feb 2019	2019	SRE policy & development plan	Yearly
	2020		Yearly
	2020		Yearly
	2021		Yearly

# Shorefields School: Equalities Information

*The Governing body have since reviewed this document annually – 2016, 2017, 2018, 2019, 2020, 2021, 2022*

This information reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on disability, ethnicity (i.e. race) and gender.

1. It is a national requirement that each school considers its provision and practice regarding equality of opportunity between people who share a protected characteristic and people who do not share it. Eight 'protected equality groups': are identified: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.
2. Though these eight categories are identified in the context of national equalities information, the school nevertheless affirms its underlying philosophy which is to focus on the whole child/person and on their needs rather than on any particular characteristic because a focus on the latter might lead to an imbalance in provision.

## Shorefields School: Equalities Information

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings.

1. **To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act**

*By removing or minimising disadvantages suffered by people due to their protected characteristics*

2. **To advance equality of opportunity between people who share a protected characteristic and those who do not**

*By taking steps to meet the needs of people from protected groups where these are different from the needs of other people*

3. **To foster good relations between people who share a protected characteristics and those who do not**

*By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low*

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups

- *Race*
- *Disability*
- *Sex*
- *Gender reassignment*
- *Age*
- *Pregnancy and maternity*
- *Religion and belief*
- *Sexual orientation*

**In compiling this equality information, we have:**

- identified evidence already in the school of equality within policies and practice and identified gaps.
- examined how our school engages with the protected groups, identifying where practice could be improved;
- analysed our effectiveness in terms of quality;
- drawn up a brief action plan in order to improve policy and practice further.

## **Summary Of Equalities Summary**

### **1. In relation to race:**

- the school population is not racially diverse;
- nevertheless, race and diversity are recognised and celebrated within school life and the curriculum;
- the school already has a race equality policy;
- a race-related incidents register is maintained;

### **2. In relation to disability:**

- the school strives to ensure that every child, no matter what his/her disability, has access to the best experiences possible;
- resourcing and staffing are geared to ensuring this;
- equality does not mean that each child receives the same but, rather, that each child receives what is best for him/her;
- the approach to staff recruitment is always to find the person who best fits the person specification, irrespective of issues regarding disability;
- in terms of the death of pupils there is a pattern that is followed (memorial assembly, memorial wall, support for affected staff etc); the school has a bereavement policy in place to support this.

there is now a practice of involving a professional counsellor to support staff and pupils following a death

- dignity and respect are amongst the key principles that the school upholds;

### **3. In relation to sex (gender):**

- both boys and girls receive access to a broadly-based curriculum;
- provision is related to children's abilities and needs rather than their gender;
- in staff recruitment, appointments are made according to an agreed person specification for each post;
- amongst other factors, pupil progress is monitored on the grounds of gender

### **4. In relation to gender reassignment:**

- this is an issue which, historically, the school has not had to address in relation to either pupils or staff;
- 'gender reassignment' would be considered part of identity;

### **5. In relation to age:**

- with regards to the pupils, this is accepted as very relevant in that, as they get older, they gain access to new opportunities, transitions and views of the future;
- The school has a well established provider programme offering them opportunities to discover post 19 provision.
- within school life and the curriculum, opportunities are found for pupils to engage with elderly people (eg link with elderly persons home where students provided social activities);

- in relation to staff, legislation is complied with in terms of age and the school has offered some flexibility in terms and conditions of employment;

**6. In relation to pregnancy and maternity:**

- historically, no pupil has become pregnant;
- the school follows national guidance on maternity leave;

**7. In relation to religion and belief:**

- the school community is not marked by great religious diversity;
- religion and belief are included in the school curriculum;

**8. In relation to sexual orientation:**

- historically, this has not been an issue in terms of particular pupil's ways of life though it can be an issue in terms of language used by pupils;
- amongst adult staff, this has not been an issue that has had any bearing on people's professional competence or confidence

## **SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS**

(ie effectiveness of policy and practice)

**1. In relation to race, our self-evaluation tells us that:**

- though we have had no recorded incidents of racial harassment, we should never be complacent about such matters;
- Our population is very slowly becoming more racially diverse therefore we are increasingly vigilant regarding possible issues

**2. In relation to disability, our self-evaluation tells us that:**

- in relation to the death of pupils, the managing of information is now harder to handle in that the use of social media means that 'news' can be passed on within the community at a very fast rate. The school has learned from experience in terms of, for instance, the impact on parents and on other children of news of the death of a child
- according to various surveys that we have carried out (eg asking pupils about 'fairness') responses from pupils and parents are positive about the parity of treatment across ages and disabilities;

**3. In relation to sex, our self-evaluation tells us:**

- this is not a significant factor affecting achievement;

- the curriculum is driven by pupil needs rather than issues of gender;

**4. In relation to gender reassignment, our self-evaluation tells us that:**

- this is not a current issue;
- if it were to become an issue, the school would respond according to its key principles of treating everyone with dignity and respect.

**5. In relation to age, our self-evaluation tells us that:**

- our current interview processes comply with legal requirements and good practice;

**6. In relation to pregnancy and maternity, our self-evaluation tells us that:**

- our current practice complies with legal requirements and good practice, full use being made of outside agencies and sources of guidance;

**7. In relation to religion and belief, our self-evaluation tells us that:**

- if issues were to arise, our response would be shaped by the principles that guide school action and life with external advice sought, as appropriate;

**8. In relation to sexual orientation, our self-evaluation tells us that:**

- this is not a current issue;
- if it were to become an issue, the school would base response on its key principles of treating everyone with dignity and respect.



## EQUALITIES OBJECTIVES AND ACTION PLAN

(ie identified gaps)

<i>Date</i>	<i>Objective</i>	<i>Which protected gp/s this will most affect</i>	<i>How will we know when achieved</i>	<i>Lead people</i>	<i>Actions</i>	<i>Rating Red/amber/green</i>
May 2015	Consider whether there should be a further survey/s about issues related to fairness, equality of opportunity etc	Disability	Questionnaire include see relevant questions	SLT	This is not considered necessary – Sept 2015.	
2016	Review statement on equality and prejudice in staff handbook	All	Staff Handbook 2014/15 and 2015/16. Review complete	HT	Statement of aims and racial equality provide staff guidance	
2017	Update the bereavement guidelines	Disability	Guidance works well and staff feel supported.	HT	Updated guidelines shared with all SLT	
2018	To continually seek to improve the facilities for staff, students, parents and visitors.	Disability	Access to hydrotherapy – pool refurbishment, hoisting system.	SBM HT Site Team	Continuing to monitor.	
2019	SRE policy update & plan for whole school development. SRE lead to attend specific training.	Gender reassignment & sexual orientation Disability	Usable policy which staff have contributed to and SRE meaningful for our learners	SRE lead HT Govs	SRE training SRE development plan	
2021/2022	SRE Policy reviewed. Intimate Care Policy Introduced.					