

<b>Poole Grammar School</b>	<b>Policy Statutory</b>	<b>PGS/P/1</b>
<b>Single Equality Statement Policy</b>		<b>Issue 3</b>
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Poole Grammar School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) **Single Equality Statement Policy;**
- (ii) **Single Equality Scheme and Equality and Diversity Action Plan.**

Poole Grammar School Single Equality Policy reflects the demand from the Equality Act 2010 that Equality objectives are set which reflect the school priorities in any of the protected characteristics as defined by the policy and outlined below.

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender (transphobia);
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Poole Grammar School will seek to achieve positive action in respect of the Act.

### **Guiding principles**

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

#### **Principle 1: All pupils, their parents/carers and all staff are of equal value**

We see all pupils and potential pupils, their parents and carers and all staff as being of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity, or age.

#### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual, transphobic and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- women and men;
- gay people, bisexual and trans-people as well as heterosexual people.

### **Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- women and men;
- gay people, bisexual and trans-people as well as heterosexual people.

### **Principle 7: We address prejudice and prejudice related bullying**

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism, transphobia or homophobia.

### **Principle 8: Society as a whole should benefit**

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- women and men;
- gay people, bisexual and trans-people as well as heterosexual people.

## Principle 9: Objectives

Each year we will formulate and publish specific and measurable equality objectives **and outcomes**, based on the evidence we have collected in relation to:

- disability;
- ethnicity, religion and culture;
- women and men;
- gay people, bisexual and trans-people as well as heterosexual people.

## Arrangements, Roles and Responsibilities

1. We strive to achieve a cohesive community and expect that children and adults respect one another and behave with respect to one another, and that their parents/carers feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We consider it prudent and sensible to maintain the practice of logging racist incidents. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs or disabilities.
4. The school has a Disability Equality Scheme and Accessibility Plan that supports members of the school community with disabilities (**PGS/P/1 Annex 1**).
5. Poole Grammar School will **be mindful of** Equality Impact Assessment (Equality Analysis) exercises to ensure full compliance with the Equality Act 2011 **particularly for proposed building works and relevant policy or practice reviews**. **Appendices A and B can be used as an aide memoire for initial screening and Full Equality Impact Assessments.**

## Staff and Governors

1. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. All staff are expected to:
  - adhere to this policy;
  - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
  - deal with any prejudice related incidents that may occur;
  - plan and deliver curricula and lessons that reflect our Guiding Principles ;
  - **where appropriate**, undertake or support Equality Impact Assessment (Equality Analysis) processes;
  - attend appropriate training that enables Poole Grammar School to keep up-to-date with equality issues.
5. **The Equality and Diversity Group chaired by the Deputy Headteacher (Teaching, Learning, Innovation and Sixth Form) sets out, reviews and updates a Single Equality Scheme and Equality and Diversity Action Plan for all the protected characteristics. This supports Principle 9 above. The Group membership comprises of a cross-section of the school community. Appendix C gives guidance on setting equality objectives.**

- 6. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
- 7. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.
- 8. Poole Grammar School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:
  - disability;
  - special educational needs;
  - racism and xenophobia;
  - gender and transgender;
  - religious groups and communities;
  - Travellers, migrants, refugees and people seeking asylum;
  - gay people, bisexual and trans-people as well as heterosexual people.

**AND**

- Seeks to encourage social mobility through its admissions policy of offering places to young men of the required intellectual standard irrespective of socio - economic background along with the protected characteristics stated above.

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<b>Next Review</b>	<span style="float: right;"><b>January 2020</b></span>

**Appendix A**

**Poole Grammar School Equality Impact Assessment – initial screening record**

1. What area of work is being considered?
2. Upon whom will this impact?

3. How would the work impact upon groups?

	Negative impact	Positive impact	No impact
Minority ethnic groups			
Gender			
Disability			
Religion, Faith or belief			
Sexual Orientation			
Transgender			
Age <small>(N/A to pre-school and school children)</small>			
Socio-economic			

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups			
Gender			
Disability			
Religion, Faith or belief			
Sexual Orientation			
Transgender			
Age			
Socio-economic			

Does the initial screening highlight potential issues that may be illegal? YES / NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by .....

Signed ..... Date.....

Comment by Headteacher:

Date.....

**POOLE GRAMMAR SCHOOL**

**Full Equality Impact Assessment (EqIA) – to be carried out after initial screening**

<b>Name of policy or function being considered:</b>	
<b>Name of person completing this assessment:</b>	
<b>Date assessment completed:</b>	
1. Is this a new policy / function or a review of an existing one?	
2. What are the aims and objectives of the policy/function review?	
3. What needs or priorities is the policy/ function designed to meet?	
4. Who and/or what has been involved with implementing the policy, strategy, procedure or function?	
5. In relation to the policy/service what do you think are the main issues, positive and/or negative, relating to the different equality groups?  Race/ethnicity (includes minority ethnic groups and Gypsies/Travellers) -  Gender -  Disability -  Religion, Faith or belief -  Sexual Orientation -  Transgender -  Age -  Socio economic/exclusion/deprivation/other issues -	

6. How does the current or proposed policy meet the needs of these equality groups? If it doesn't where are the gaps? **(Findings and actions to be structure on an action plan/ school improvement plan.)**

7. Are there any aspects of the policy / function that result in quantifiable or different quality outcomes for different groups (higher or lower uptake/failure to access/receive a poorer or inferior service/evidence that different groups have different needs)?

8a. What does data from existing sources tell you about the current policy/service in terms of meeting the needs of the different equality groups?

8b. What does consultation with stakeholders / beneficiaries tell you about the current or proposed policy/service? *(Your sources could include, for example, parental responses, pupil feedback/comments, working party findings or event feedback.)*

9. What gaps have you identified and what further data/consultation do you need carry out if any? **(Findings and actions to be structure on an action plan/ school improvement plan.)**

10. In what way(s) might this service or policy have an adverse impact on the grounds of race/ethnicity, gender, disability, age or religion? Please give your reasons/evidence for this, use your answers from box 5 - 9. *(Note: "Adverse impact" means that the policy or service is disadvantageous to one or more groups of people.)*

11. If you have identified that the service or policy is having, or might be having, an adverse impact, is it justifiable or legitimate? Please give your reasons for this.

12. If you have concluded that the adverse impact or the discrimination is justifiable or legitimate, you will need to explain your actions and reasons to people. This is because we have a statutory duty to promote good relations between people of different groups. You will need to think what action could be taken to mitigate the adverse impact on people. **(Findings and actions to be structure on an action plan/ school improvement plan.)**

## Appendix C

### Guidance on Setting Equality Objectives for schools

The Equality Act 2010 identifies:

#### The aim of the general equality duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who don't.
- Foster good relations

#### Schools must:

- Prepare and publish equality objectives by 6 April 2012, and at least every four years after that.
- Ensure that the objectives are specific and measurable, and set out how progress towards the objectives will be measured.
- Publish details of their engagement in developing the equality objectives also at least every four years, and in line with their publication of objectives.
- Consider its published equality information before preparing and publishing these objectives
- Publish the objectives in a reasonably accessible format

#### Developing your objectives

You should compile a comprehensive list of ideas for possible objectives, which are based on evidence that you have collected and on analysis of where there may be equality challenges. Consider how to address all three aims of the general duty that covers the whole school and all employees (including voluntary groups and contracted work e.g., SENSS). This means looking at issues of harassment, discrimination, fostering good relations and the advancement of equality across all school policies; consider also the school ethos.

For example, could aim to reduce the levels of homophobic bullying or promote race equality in your community programmes.

Develop your objectives at a strategic level and think about how they can reflect then most significant priorities

When making your final selection of objectives, ask yourself:

- Have you considered all three aims of the general duty (that is, to eliminate discrimination/harassment, advance equality and foster good relations)?
- What can you realistically deliver?
- Have you focused on the key issues affecting all protected characteristics and in particular the issues that can really address disadvantage experienced by protected groups?

It is a legal requirement to publish the details of the engagement you undertook when you were developing your objectives. The development of your objectives is likely to be one of the most significant areas of meeting your obligations under the duty, and one that may be subject to challenge by various stakeholders. Taking time to engage genuinely but proportionately with a wide range of stakeholders on your objectives will assist your performance on the duty and improve the transparency of the process.

#### A good equality objective . . . .

The specific duties require you to ensure that the objectives you set are **specific and measurable**, and that you identify how progress is to be measured. In order to be specific, set out clearly what policy, function or practice your objective (and the outcome you seek to achieve) relates to. This means focusing on achieving specific and identifiable improvements

in outcomes in policies, in the way these are delivered, in the exercise of public functions and in the outcomes for your employees and young people.

While it is a legal requirement to have objectives that are specific and measurable, we would also recommend that you follow best practice in the development of objectives that are SMART (Specific, Measurable, Achievable, Realistic and Timed).

By measurable, it does not mean that you have to use numerical indicators. Qualitative as well as quantitative evidence can be used. For example, you can use tools such as staff / parent / pupil surveys, analysis of complaint letters and feedback forms or other qualitative methods to gauge progress.

### **Level of ambition**

Aim to set challenging, but achievable objectives. We would encourage you to assess carefully what will make the best impact on meeting the aims of the duty. If you achieve what you say you are going to do, it will build confidence in the public and your stakeholders.

If you set objectives that are too narrow in scope and which fail to address the most significant equality issues, you run the risk of not having due regard to the aims of the duty. Your equality information and your engagement will provide you with valuable evidence for setting your objectives. If you have not based your objectives on adequate information or you have overlooked a major issue, then you may not be able to demonstrate that you have complied with the duty.

### **Number of objectives**

There is no set number of objectives that you are required to have. You should however, make sure that you have considered all three aims of the general equality duty and taken into account the evidence on issues facing all of the protected groups, across all of your relevant functions. By having a sound evidence base you will be able to show that the process you used in developing objectives was strategic and well informed.

Objectives should cover a period of up to four years. While it will clearly not be possible for you to resolve all inequality issues in each cycle, aim to begin to address the most significant issues you have identified.

You are required to set and publish new or revised objectives at least every four years. There is nothing to stop you setting objectives at more regular intervals than four years, and developing objectives that have a shorter timescale, if this is appropriate for your organisation.

### **Frequency of publication**

You must revise and publish another set of objectives no later than four years after the publication of your first objectives.

There are no set requirements on which format you should publish your objectives, the engagement that you undertook in developing your objectives or the information showing the progress you have made in meeting your objectives. However, you should publish in a manner that is reasonably accessible to the public as an individual document or as part of another document.

Aim to put regular updates on your website on your objectives, the progress you have made and the details of engagement you have carried out.

### **Equality schemes**

Under the specific duties, there is no legal requirement to produce or publish an 'equality scheme' as there was for the previous duties. However, we know that some organisations have found this a useful tool for presenting their equality information and for communicating with stakeholders.

If you feel that this is an effective mechanism for publishing your objectives (and how you will measure progress) and your equality information, then you can choose to develop a 'scheme' if you wish. However, you will have to ensure that any document you produce meets the publication requirements of the new duties. You should also remember that producing an equality scheme alone will not fulfil your obligations under the general equality duty, particularly in relation to analysing the equality effect of your policies and practices.

### **Measuring progress**

Under the specific duties, listed bodies are required to set out how progress against their objectives will be measured. You are required to publish information related to this progress. This means that when setting objectives, you need to think about what progress looks like, how it will be measured and how you will report on it.

### **Step-by-step guide**

To summarise, these are the key steps that you can take. What is set out here is a suggested approach, rather than a prescribed requirement. Steps that School Governing Bodies must take as a legal requirement are indicated, however, by use of the term 'must'.

#### **Step 1: Understand the equality issues in your organisation and sector**

Get an overview and understanding of the major issues affecting the protected groups in your school. Do this by:

- engaging with your stakeholders, and your staff;
- considering the school's equality information (listed bodies must do this);
- reviewing national, regional and local equality information;
- looking at your existing equality analysis of your policies and practices on the protected groups.

#### **Step 2: Develop possible equality priorities for action**

For your next step, aim to create a list of equality, discrimination and good relations issues you might want to address.

You may find that you compile a list of issues that you can't possibly achieve because of the number of issues identified.

#### **Step 3: Prioritise and select objectives**

- Identify a number of priority issues. Use an evidence-based approach to select the most significant issues.
- We would recommend that you engage with stakeholders at this point in particular.
- Develop objectives on a strategic level that can be delivered and monitored.

Questions to ask.

- How significant is this equality issue?
- How significant is the disadvantage or the potential to advance equality?
- What does your information tell you about the importance of this issue?
- Does national level information tell you that this is a significant issue?

Question to ask when making your final selection of objectives.

- Have you focused on the key issues affecting all protected groups and in particular the issues that cause the most disadvantage to protected groups?
- Have you considered all three aims of the general duty (to eliminate discrimination/harassment, advance equality, foster good relations)?
- What can you realistically deliver in the period of your objectives cycle?

**Step 4: You must make sure that your objectives are specific and measurable**

- Aim to have objectives that have a specific, positive, measurable effect on the communities that you serve and on your employees.
- Make sure that your objectives are not vague.
- Qualitative as well as quantitative information can be used to measure progress.
- Remember tools such as staff surveys, analysing complaint letters and feedback forms and other qualitative methods to gauge progress.

**Step 5: You must publish your objectives and set out how you will measure progress**

You must publish, at least every four years, the objectives and details of the engagement you undertook.

You must set out how you are going to measure progress, and if necessary put in place mechanisms to do this. Focus on quality of experience of protected groups as well as numerical information. Use tools to set out how you will measure progress such as:

- monitoring exam results and school performance;
- analysing quantitative or qualitative information from staff, pupils and parents;
- sending targeted feedback forms to all stakeholders;
- reviewing complaint letters for targeted issues;
- engaging with staff groups;
- engaging with stakeholders;
- monitoring forms for staff or service users.

Monitoring progress will be essential for identifying where insufficient progress is being made, and for identifying where you need to revise your strategy.

**Step 6: You must review and revise objectives**

You must revise and publish a set of equality objectives at least every four years; this is the minimum requirement. However, there is nothing to stop you from reviewing your equality objectives at more regular intervals and setting objectives that have a shorter timescale if you wish.