



**Stepping Stones School  
(Pupil Referral Unit)  
Single Equalities Policy  
(2016-2018)**

**Single Equality Plan**



# Contents

<b>Statement of Principles</b>	<b>Page 3</b>
<b>Our school's mission statement</b>	<b>Page 4</b>
<b>School in context</b>	<b>Page 5</b>
<b>Ethos and Atmosphere</b>	<b>Page 5</b>
<b>Policy Development</b>	<b>Page 6</b>
<b>Monitoring and review</b>	<b>Page 6 - 8</b>
<b>Developing Best Practice</b>	<b>Page 8 – 12</b>
<ul style="list-style-type: none"><li>- learning and teaching</li><li>- learning environment</li><li>- curriculum</li><li>- resources and materials</li><li>- language</li><li>- extended learning opportunities</li><li>- provision for bi-lingual pupils</li><li>- personal development and pastoral guidance</li><li>- staffing and staff development</li><li>- staff recruitment</li><li>- partnership with parents/carers/families and the wider community</li></ul>	
<b>Roles and Responsibilities</b>	<b>Page 12</b>
<b>Commissioning and Procurement</b>	<b>Page 12</b>
<b>The Measurement of impact of the policy</b>	<b>Page 12</b>
<b>Publicising the policy and the plan</b>	<b>Page 13</b>
<b>Annual review of progress</b>	<b>Page 13</b>
<b>Equality Impact Assessment</b>	<b>Page 13</b>
<b>Appendix - Equality Legislation Guidance</b>	<b>Page 14 – 16</b>
<b>RACE –</b>	<b>What is it</b>
	<b>Who it covers</b>
	<b>General duties</b>
	<b>Specific duties</b>
	<b>Reporting racist incidents in school</b>
<b>DISABILITY -</b>	<b>What is it</b>
	<b>General duties</b>
	<b>Specific duties</b>
<b>GENDER -</b>	<b>What is the difference</b>
	<b>Sexual orientation</b>
	<b>General duties</b>

## **Specific duties Transgenderism and gender re-assignment**

This policy has been devised in line with LCC guidelines and intends to replace / cover policies for ...

- Race equality policy and action plan
- Disability equality scheme and action plan including accessibility plan (See Appendix)
- Gender equality Scheme and Action Plan
- Equal Opportunities Policy including:
  - Sexual orientation
  - Age
  - Religion or belief
- A strategy for promoting community relations

### Statement of Principles

The policy outlines the commitment of the staff, pupils and the Committee of Stepping Stones School to ensure 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 equal opportunity achievement and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The committee
- Multi agency staff linked to the school
- Visitors to the school
- Students / volunteers

We believe that equality at our school should permeate all aspect 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, values and of equal worth.

At Stepping Stones School, 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 if their gender ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

## Our School's Mission Statement

At Stepping Stones the whole school fosters an inclusive community ethos.

**Stepping Stones is a welcoming place full of learning, laughter and friendship and where everyone is happy, feels safe and equally valued.**

At Stepping Stones School, we strive to provide the best primary education in a stimulating, nurturing environment. Our curriculum is enriched with real life opportunities, creative learning and focuses on developing the ethical intelligence of each child. The child is at the centre of everything and through this we aim for all our pupils to excel and achieve academically, socially and emotionally. Everyone within our school supports and promotes our pupils to become independent, motivated and individual learners for life.

The school develops a love of learning inspired by quality teaching, building and developing upon individual strengths and talents. We believe every child is entitled to enjoy his or her childhood. We teach the importance of moral values and provide the foundations for each individual to grow, develop and be the best they can be.

Children educated at Stepping Stones are respectful, kind, tolerant, committed and confident. They are taught the importance to both trust and to be trustworthy within their school community. The School works in close partnership with parents/ carers and the communities in which it serves to prevent pupils from exclusion and to promote inclusion.

**We help children and families believe in themselves again**

## School in Context

Stepping Stones School ( PRU) is based in Lancaster. It is a commissioned by the local authority to provide education for primary aged pupils from districts 01, 02 and 04 who have been permanently excluded from their mainstream provision. Where capacity allows the school admits pupils at risk of exclusion through a fair admission panel.

Given the nature of the school to community is constantly changing. The school offers placement for both boys and girls however the majority of the population are boys.

Predominately white British pupils however a small percentage of pupils from other ethnic groups are represented in school.

All the pupils have special educational needs. They are attending the school as they have been identified as displaying social, emotional and behavioral difficulties. This often is respected of other conditions such as pupils on the Autistic Spectrum, pupils with Attention Deficit Hyperactivity disorder, and pupils with moderate learning difficulties.

There are times throughout the school year where there will be pupils who are in care. Again this depends on the cohort throughout the year. Every pupils is treated as an individual.

There are no pupils with physical disabilities in the school.

## Ethos and Atmosphere

At Stepping Stones School, the leadership of the school community will 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 any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

The school has a values based curriculum which reflects the core values of the school. Respect, tolerance, kindness and trust.

Provision is made to cater for the spiritual needs of all the children through planning of daily meeting, classroom based and externally based activities.

## Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- The Staff
- The Leadership team
- The Committee ( Governing Body)

The policy will be shared on our schools website and be available for parents and carers on request.

## Monitoring and Review

Stepping Stones School 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 collect and analyse a range of equality information for our pupils/students through...

- The School Evaluation.
- Reports to the Committee.
- Special Educational Needs analysis.
- Attainment analysis
- Achievement analysis

We track and monitor and analyse attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, and ensure that these are analysed by ethnicity, disability, gender, free school meals (FSM). This is then reported in the above documentation.

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 management committee 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, disabilism, 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.

Stepping Stones School 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 Committee that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors:

For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

All data that is collected is confidential and no people are named.

We have identified the following issues from the analysis of the data:

- staff data not separated into ethnicity, disability, gender,
- no management committee information has been collected

Due regard is given to the promotion of equality in the School Improvement Plan. **The person responsible for the monitoring and evaluation of the policy and action plan is Alison Dodd, Headteacher.**

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

### Learning and Teaching

We aim to 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
- 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
- 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 should place a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.

The school must 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 to be 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 Stepping Stones Short Stay School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality through lessons, whole school meeting, PSHCE and circle time.
- Steps are taken to ensure that all pupils have access to the mainstream



curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

- All pupils have access to qualifications which recognise attainment and achievement and promote progression

## **Resources and Materials**

The provision of good quality resources and materials within Stepping Stones Short Stay school is a high priority. These resources should:

- 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

Stepping Stones is well resources with a range of resources that include the above criteria. Additional resources are purchased throughout the year to enrich the curriculum and ensure equality and diversity is promoted.

## **Language**

We recognise that it is important at Stepping Stones School 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 from an early age.

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 Stepping Stones school 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 Gypsy, Roma and Traveller, refugee and asylum seeker pupils. All pupils are encouraged to consider the full range of career opportunities available to them 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 boundaries to some career 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. 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 staff with training and development, which will increase awareness of the needs of different groups of pupils. Access to opportunities for professional development is monitored on equality grounds.

## **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. All temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership.

However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **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. A family worker is in post to support parents access further support within their communities and take an active role in school life.

## Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the Policy and Action Plan.

- 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 and staff 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.

## Commissioning and Procurement

Stepping Stones School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## Publicising the Policy and Plan

This Policy is a public document will be made available to any interested stakeholder and should be publicised. This Policy is available on the school website. Stakeholders can request a copy of the policy from the school office. It will be regularly publicised through school newsletters to parents and carers.

## Annual Review of Progress

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

Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan. This annual report will be completed by the Headteacher and reported to the management committee. It will be available for parents/carers on the school website. No pupils will be named and it will be factual and analytical.

This policy has a life span of three years and therefore we must review and revise The school scheme as part of a three-year cycle.

## Equality Impact Assessments

Undertaking equality impact assessments (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 were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

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.

## **Appendix 1 – Equality Action Plan** **2016 - 2017**

### **Specific duties - Information and objectives**

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The information and objectives have to be published by 6 April 2012 at the latest. In later years the information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. Objectives have to be prepared and published every four years.

<b>Equality Objective</b>	<b>In line with School Improvement Plan overall objectives for Key Area 2: Behaviour and Safety</b>  <b>To reduce the number of incidences of hostility in relation to race, discrimination and name-calling.</b>
<b>Background Evidence</b>	<b>During 2013-2014 many children in school displayed hostility towards others and there was a high level of inappropriate name calling. Several pupils used racist language and were derogatory towards others.</b>  <b>See Incident reports / Pupil Behaviour files / Serious Incidents</b>
<b>Procedure</b>  <b>What are we going to do?</b>	<ul style="list-style-type: none"> <li>• <b>Review the school positive behaviour policy and sanctions for use of derogatory language.</b></li> <li>• <b>Ensure the school has robust procedures in place to deal with discriminatory language using a restorative approach.</b></li> <li>• <b>Work with parents of pupils who are using discriminatory terms towards others.</b></li> <li>• <b>Explicitly teach through the PSHCE curriculum equality and diversity.</b></li> <li>• <b>Ensure all incidents of racism are reported to the Local Authority.</b></li> </ul>
<b>Responsibility</b>  <b>Who will be responsible for ensuring the objective is pursued and achieved?</b>	<ul style="list-style-type: none"> <li>• <b>The whole staff team will be responsible for ensuring this objective is pursued and achieved.</b></li> <li>• <b>The SLT team will be responsible for monitoring and reporting on progress towards the objective and reporting the the Local Authority / Committee.</b></li> </ul>
<b>Measuring Success</b>	<ul style="list-style-type: none"> <li>• <b>Success will be measured by a reduction in pupil's using discriminatory language across school.</b></li> </ul>
<b>Evaluation</b>	

### **Race**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

#### Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Stepping Stones classes incidents of racism as serious. They are recorded in the schools serious incident book, parents are informed and as so are the Committee members.

### **Disability**

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).
- There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

### **Gender**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

#### What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### **Sexual Orientation**

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as

her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.