

Single Equality Scheme 2015-2018

School Name: St Anne's School and Sixth Form College

School Context: St Anne's is a school for children and young people aged 2 to 19. We are located to the West of Hull, and are part of the South Hunsley Partnership.

School Mission Statement:

"We all achieve"

- To develop each pupils ability to communicate to the highest standard possible.
- To provide a stimulating, enriching, challenging, varied and rewarding learning environment within a happy and purposeful atmosphere.
- To provide a broad, balanced and relevant curriculum appropriate to the needs of each pupil and taught and assessed through individual learning programmes.
- To implement the National Curriculum as appropriate to the needs of each pupil.
- To develop each pupils individual potential.
- To provide a system of care that encourages and maintains appropriate standards of behaviour so that each pupil can develop the social skills necessary for life after school in their local community.
- To develop the self esteem, self awareness and confidence of each pupil.
- To provide an environment where the needs of each pupil are met by a team of adults working together in a positive and mutually supportive way.
- To provide pupils, where appropriate, with curricular and social opportunities for contact with their mainstream peers.
- To provide an environment that reflects equality of opportunity and values each individuals contribution to the school community regardless of ability, race or sex.
- To ensure successful partnerships between School, Parents and Carers, and our local community
- To ensure successful transition for post 19 students into adult services / employment

Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6th April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, all public bodies are required *when carrying out their day to day work* to have due regard to the need to:

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- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics:

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

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p8).

In law a person's age is a protected characteristic in relation to employment and the provision of goods and services however *this does not apply to pupils in schools*. Therefore, schools are free to organise children in age groups without risk of legal challenge even in the case of pupils over the age of 18 (DfE, *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, 2011, p5).

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

Statutory Requirements: The Specific Duties

The specific duties require public bodies to:

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- Publish information to show their compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- Information relating to people who are affected by the public body's policies and practices who share protected characteristics

(GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, pp3-4).

Setting Equality Objectives

When deciding what equality objectives to set, a public body should take into account evidence of equality issues across all its functions; consider issues affecting people sharing each of the protected characteristics; and think about each of the three aims of the Equality Duty. The number of objectives set should be proportionate to the public body's size; the extent to which its functions affect equality; and the evidence that such objectives are needed.

(GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6).

Equality objectives should be specific and set out how progress will be measured.

Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this will be decided at Summer term 2016 meeting.

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives

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- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors and contactors are responsible for following the relevant school policy.

The Effect of School Policy and Practice on People who Share a Relevant Protected Characteristic

Although there is a statutory duty to publish information about the effect of school policy and practice on service users and employees who share a relevant protected characteristic we recognise that care must be taken to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, analysis of sensitive information was undertaken by a senior member of the school staff and a synopsis passed to the stakeholders.

Information about the effect of school policy and practice on *service users* who share a relevant protected characteristic was drawn from the following sources:

- Standards attained and progress made by different groups of pupils, compared with the standards and progress of all pupils nationally
- Standards attained and progress made by different groups of pupils, compared with different groups within the school
- Behaviour, bullying and harassment data
- Exclusions
- Persistent absenteeism, attendance and punctuality data for different groups of pupils
- Participation in extra-curricular and extended schools activities
- Community engagement and community cohesion outcomes
- Parental involvement in school life (including attendance at open evenings)

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- Pupil and parental questionnaires
- Complaints from pupils and parents with different protected characteristics
- Engagement with stakeholder groups

Information about the effect of school policy and practice on *employees* who share a relevant protected characteristic was drawn from the following sources:

- Staff profile
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Staff appraisal/performance management
- Grievances and disciplinary issues for staff with different protected characteristics
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disability

NB. “ 150 staff do not have to publish information relating to the protected characteristics of their employees, but in order to demonstrate that they have fully considered the aims of the general equality duty across their employment functions, they may need to publish some information (such as the work they have done to understand the impact of their employment policies on people with protected characteristics, or information related to engagement with staff groups) [EHRC, 2011, *Equality Information and the equality duty: A guide for public authorities*, p18].

How the information was analysed

The information gathered from the sources above was analysed using two key questions:

- Does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?
- Does the information indicate that any aspects of current policy and practice have a positive impact on equality?

This process enabled us to identify our most significant equality challenges.

What the information tells us about the effect of school policy and practice on *service users* who share a relevant protected characteristic

The information provided is a short, evidenced account of our equality priorities and work, with an indication of key trends and issues. We are conscious of the fact that some information on protected characteristics is extremely sensitive. In the case of sexual

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orientation and gender re-assignment status we have used national statistics, research and stakeholder engagement to help us to identify priority equality issues instead.

What the information tells us about the effect of school policy and practice on *employees* who share a relevant protected characteristic

Return to work of female staff following maternity leave

Over the past three years two employees have returned to work following maternity leave in all cases we were able to offer the reduced working hours pattern that they requested.

Residence: Over the past three years one employee has returned to work following maternity leave. We were able to offer reduced hours as requested.

Request for reduced working days by staff of pension age - none in school over the past three years.

Residence: Over the past three years we have had four requests from staff to reduce the number of days they work; we have been able to accommodate these requests.

Engagement with Stakeholders

The following stakeholders were engaged to support equality information gathering, equality analysis and objective setting:

Representative of staff, parents and governors

Autumn 2015 the following stakeholders will be engaged to review progress against our equality objectives.

Publishing Information and Equality Objectives

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish our single equality scheme (SES) on the school website and learning platform
- Raise awareness of the SES through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available and in an appropriate format for visually impaired or EAL users where applicable

Our equality information will be updated on an annual basis.

Progress against our current equality objectives will be reviewed on a regular basis (please see action planning) and new equality objective will be published in 2016.

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Policy Development, Implementation and Review: Equality Analysis

When developing, implementing or reviewing any policy, procedure or practice the following questions will be considered in order to analyse the impact on equality:

- Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist?
If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified)
- Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist?
If so, how can we maximise this potential?

Equality analysis of existing school policies will follow the timetable below:

Policy	Date of Review	Name of Lead Person (s)	Stakeholder Engagement
Curriculum	Summer 2016	Dorothy Colley Chris Lee	Teachers, parents, pupils, staff from partnerships schools.
Safeguarding and Bullying	Autumn 2016	Lesley Davis Kay O'Neill Deena Lidgett	Teachers, Parents , Pupils
PSHCE	Spring 2016	Richard Nichols	Teachers, Parents , Pupils
Medical needs policy	Summer 2016	Kay O'Neill Richard Nichols Hendi Longman	Teachers, parents, school nurses
Inclusion	Summer 2016	Chris Lee	Teachers, parents, pupils, staff from partnership schools.

Equality objective 1

To ensure PMLD pupils have equal access to leisure and social activities as other groups in school and residence

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Outcomes	Measured by
All PMLD enjoy at least one club a week All PMLD pupils have a weekly hydrotherapy session 100% of PMLD pupils participate in a school performance	Club attendance register Observations of pupils engagement/ enjoyment, lesson observations Performance, Feedback from parents

Activity	Lead Officers	Progress Milestones
Review of lunch time clubs Deployment of staffing to ensure ability to deliver lunch time clubs. To look at extra support over the lunchtime period Use of skilled staff to lead activities linked to a performance	Creative Arts TLR holder Pastoral care co-ordinator Identified lunch time staff	Autumn 2015- check on hydro participation, planned performance Spring 2016- register of participation in clubs, planned performance Summer 2016- planned performance

Equality objective 2

To introduce a new sex and relationship programme to sixth form students and students in key stage 4

Outcomes	Measured by
To ensure that all students have access to high quality sex and relationship education (SRE)	Register of participation. Pupil, parent and staff feedback, parental contact e.g. dropins, telephone appointments
To ensure all students have access to Emotional, Health and Well being support	Identified students access the ELSA room with trained support. Support given to students by trained PSHCE co-ordinator

Activity	Lead Officers	Progress Milestones
SRE programme in sixth form	Emma Holmes Deena Lidgett	Autumn 2015 – Identified assessor trained Spring 2016- Delivery of new course to 6 th form students Summer 2016- Delivery of new course to KS4 students

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Equality objective 3

To extend work placement opportunities for sixth form students

Outcomes	Measured by
70% of all students to complete high quality work experience placement 2 young people to gain sheltered employment	Student participation Student, parent, and employer feedback

Activity	Lead Officer	Progress Milestones
Yr 1 introduce new placements Yr 2 Extend number of placements Yr 3 have established bank of placements and work with employers on possible sheltered long term employment	Katherine Willson	Summer 2016 End of yr summary report of placements Autumn 2016- outline of Yr 2 placements and resource needs Summer 2017 – revision of long term plan and outcomes

Equality objective 4

To develop student voice across the school and sixth form; and to develop a sixth form council.

Outcomes	Measured by
For all classes to have an elective representative on the student voice.	ALL CLASSES TO HAVE ELECTED A MEMBER STUDENT VOICE ACTIVE ACROSS THE SCHOOL YEAR MINUTES OF MEETINGS WEBSITE, WALL DISPLAYS, INFORMATION BOARD, FUND RAISING
For the sixth form students to elect their own council to include a diverse group which represents the current cohort of students.	COUNCIL ELECTED, NAME AGREED, MINUTES OF MEETINGS WEBSITE, WALL DISPLAYS, INFORMATION BOARD, FUND RAISING

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Activity	Lead Officers	Progress Milestones
Elections Schedule meetings Fund raising School / College decision making	Vicky Hubbard Danielle Gibbons	Autumn 2015- Elected members of student voice Spring 2016 Election of 6 th form council members Spring 2016 – Student Voice display established Spring 2016 Community awareness of animal welfare

Department for Education (2011) *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*

Government Equalities Office (2011) *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*

European Commission for Human Rights (2011) *The Essential Guide to the Public Sector Equality Duty*

European Commission for Human Rights (2011) *Equality Information and the equality duty: A guide for public authorities “ 2nd Edition*