



Policy Title:	Equality and Diversity Policy - including Equality Objectives		
Last Reviewed & Updated:	June 2019	Due for Review:	July 2021



STOCKPORT
METROPOLITAN BOROUGH COUNCIL



Pendlebury Centre Equality and Diversity Policy

Mission Statement

The Pendlebury Centre aims to provide for students, a supportive, consistent educational environment which promotes positive mental health alongside academic achievement whilst developing social skills, independence, self-motivation and respect for others.

The Pendlebury Centre aims to provide a positive, personalised learning experience which will secure a students' successful reintegration into an appropriate educational provision, which will equip them with the skills to achieve in their future.

Pendlebury Centre

Equality and Diversity Policy

1. Context

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Stockport Diversity and Equality Policy and Comprehensive Equality Scheme
- Equality Act 2010

2. Aims and Values

Our school ethos states:

At The Pendlebury Centre we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At The Pendlebury Centre we seek to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of **'Every Child Matters'** (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and **identification** and pregnancy /maternity);
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

3. Leadership, Management and Governance

The Pendlebury Centre is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Management Group;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for the Governing Body three times per year.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on grounds of disability, race, sex, gender reassignment, religion or belief, pregnancy /maternity or sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

4. Policy Planning and Review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender, **sexuality** and disability and a race equality policy, we at The Pendlebury Centre are considering all aspects of diversity and equality in this comprehensive policy **to be followed by a revised specific equality action plan with clear objectives in relation to all strands covering a four-year period to be effective by the required date of April 6th 2012. – should this still be in??**

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. Eg. Achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

Notes

Please see below for our objectives.

Equality Act
Pendlebury Centre Objectives – *last reviewed and updated Jun 2019*

	Protected Characteristic/s	Objective	Actions	Staff Leading	Timeframe
1	Disability	To make our environment more accessible in relation to learners diagnosed / identified with Autism.	<ul style="list-style-type: none"> - Design and implementation of 'Autism Friendly' plan - Sensory audit – with input from specialist Autism school - School stress survey with identified pupils in KS3 	JC (Head) MG Governing Body SJ	July 2017 July 2018 Jun 2019
2	Sexual Orientation Transgender / Gender Reassignment	To make our environment and school culture more attuned and responsive to the diversity of sexual identity.	<ul style="list-style-type: none"> - PSHE lessons (with accompanying poster campaign) – SN has also done a display in the Hall. - Review of rigidly defined toilets for males and females – Pupils can use CEDARS universal toilets or choose the toilets they wish to use based on their gender identification. - Staff Training from the proud trust on 2/9/2019 	JC (Head) SJ Governing Body SJ	July 2017 July 2019 Sept 2019
3	Religion and Belief	To foster tolerance of a wider spectrum of religion and beliefs, reflecting the diversity of Greater Manchester as a whole	<ul style="list-style-type: none"> - Form links with local places of worship for enrichment visits – visitors to the centre, and students visiting the place of worship off-site 	JC (Head) JDC SH MG Governing Body	July 2017

