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SINGLE EQUALITY POLICY

MARCH 2012

PARRENTHORN HIGH SCHOOL

SINGLE EQUALITY POLICY

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PARRENTHORN HIGH SCHOOL

SINGLE EQUALITY POLICY

1. EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;

- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance from Bury Children's Service HR on equality in recruitment, selection and employment
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.
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2. OUR ETHOS/MISSION

MISSION STATEMENT

Parrenthorn High School is a popular school, valued by its local community. We provide each of our pupils with the opportunity to fulfil their full potential in a caring and supportive environment where high quality teaching and learning can take place ensuring success for all our pupils. We maintain positive links with the wider community and promote in our pupils self-esteem, an appreciation of rights and a willingness to accept responsibilities.

AIMS

The school aims:

- to encourage pupils, whatever their abilities and aptitudes, to develop enquiring minds, the ability to debate and discuss rationally, and to acquire knowledge and understanding;
- to encourage parents and the community to be involved with the whole life of the school, fostering an awareness of the school as an integral part of the community;
- to encourage pupils to appreciate their own worth and culture, as well as that of others from around the world, in order that they reach a better understanding of the world and society;
- to encourage pupils to make progress in their learning commensurate with their abilities in each National Curriculum key stage.

3. ADDRESSING PREJUDICE RELATED INCIDENTS

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system at <http://portal.irisadapt.com> .

4. RESPONSIBILITY

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report

School Community	Responsibility
	prejudice related incidents.
Senior Management Team	Supporting the Head / Principal as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the Governing Body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the Headteacher/principal on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community	Taking an active part in identifying barriers for the school community and in

School Community	Responsibility
Members	informing the Governing Body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website

5. BREACHES

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

6. MONITOR AND REVIEW

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Policy Agreed by the Governing Body on

Signed Chair of Governing Body

Review Date



Further guidance for schools, parents and carers on the Equality Act 2010 can be found on <http://www.bury.gov.uk/index.aspx?articleid=4443>

ALL INCIDENTS SHOULD BE REPORTED TO HEAD OF YEAR IN THE FIRST INSTANCE



EQUALITY OBJECTIVES

1) To accurately record occurrences of prejudice related incidents.

WHY: To ensure that any such incidents are dealt with appropriately and to control prejudice related incidents

HOW: By using a new electronic data system to collect information on reports and incidents.

OUTCOME: To use the information gathered to track prejudice related incidents and enable us to monitor and intervene with any specific areas of need.

YEARS 1 AND 2 PROGRESS: System updated to record all incidents of prejudice including both young people and adults.

2) To narrow the current attainment gap between boys and girls with a focus on this year's Year 7 over four years.

WHY: School data shows that girls outperform boys across all subjects

HOW: Establish a tracking system which will enable staff to identify underachievement and lack of progress as early as possible.

Use targeted intervention programmes to address specific areas of underachievement.

Implement new schemes which will appeal to boys as well as girls

YEARS 1 AND 2 PROGRESS: On-going. 2013-14 GCSE statistics show progress.

OUTCOME: Our aim is to use the information gathered from the tracking system to identify underachievement across the school. This will particularly focus on boys' development for the coming year in order to begin to narrow this gap, our intention is to adapt strategies to meet the learning needs of all pupils in the longer term.

3) Increase awareness and understanding by other pupils of unseen disabilities

WHY: Pupils can be unaware of or lack understanding of unseen disabilities

HOW: Educating pupils about these issues by inviting outside agencies into school to carry out workshops with year groups. A Y8 Disability Awareness Day has already taken place and this will be provided to Y7 pupils.

OUTCOME: Reduce the number of incidents of distress to pupils with unseen disabilities caused by comments from other pupils who are not aware of or do not understand these disabilities.

YEARS 1 AND 2 PROGRESS: Disability Awareness Day delivered by Local Authority to Years 7, 8 and 9



PROFILE OF OUR SCHOOL

School Profile – Sept 2012

Teaching staff – 52 (19 Male/33 Female)

Learning Managers - 2 (2 Female)

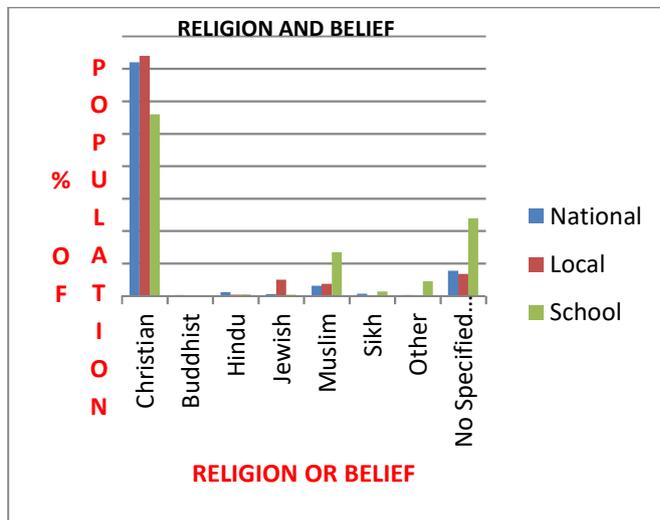
Inclusion Manager – 1 (1 Female)

Learning Support – 5 Team Leaders (5 Female), 15 Learning Support Assistants (15 Female),

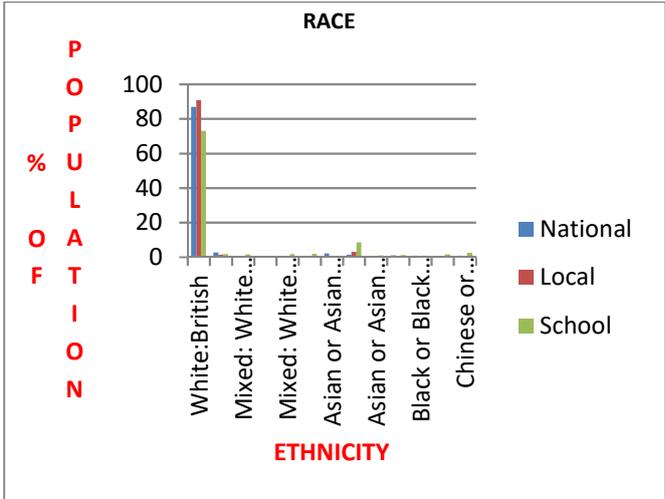
Other Support staff – 15 (7 Male, 8 Female)

Governors – 20 (13 Male, 7 Female)

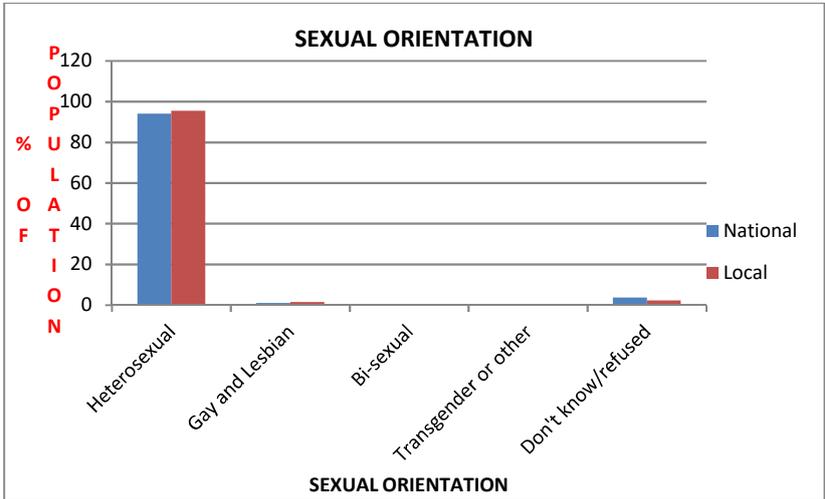
PUPIL PROFILE 2012



RELIGION AND BELIEF	National	Local	School
Christian	72	74	56
Buddhist	0.28	0.14	0
Hindu	1.11	0.37	0.47
Jewish	0.52	4.94	0.35
Muslim	3.1	3.74	13.48
Sikh	0.67	0.11	1.3
Other	0.29	0.17	4.49
No Specified Religion	7.69	6.7	23.91

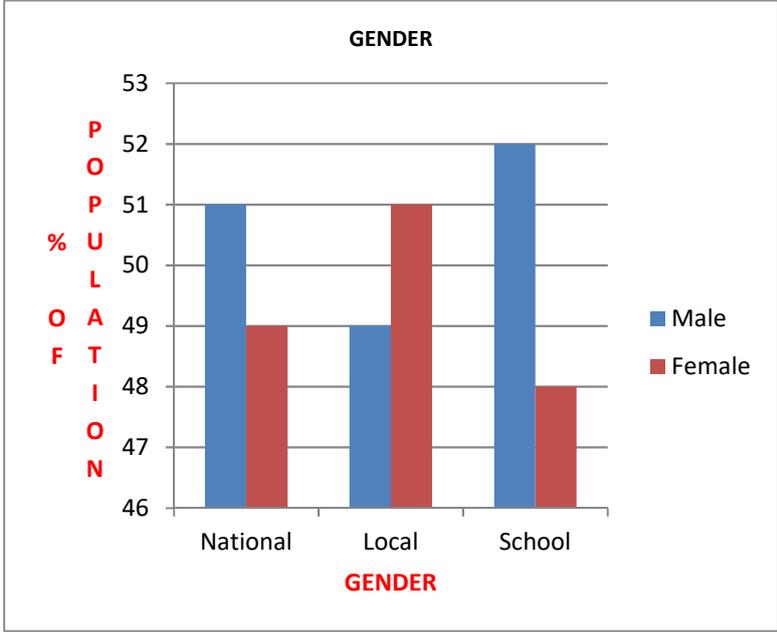


ETHNICITY	National	Local	School
White:British	86.99	90.75	73.08
Other white	2.66	1.45	1.77
Mixed: White and Black Caribbean	0.47	0.4	1.65
Mixed: White and Black African	0.16	0.12	0.59
Mixed: White and Asian	0.37	0.36	1.77
Mixed: Other mixed	0.31	0.22	2.01
Asian or Asian British: Indian	2.09	0.67	0.12
Asian or Asian British: Pakistani	1.44	3.04	8.62
Asian or Asian British: Other Asian	0.48	0.24	1.06
Black or Black British: Caribbean	1.14	0.28	1.18
Black or Black British: African	0.97	0.15	0.94
Black or Black British: Other Black	0.19	0.04	1.65
Chinese or Other Ethnic Group	0.89	0.51	2.48

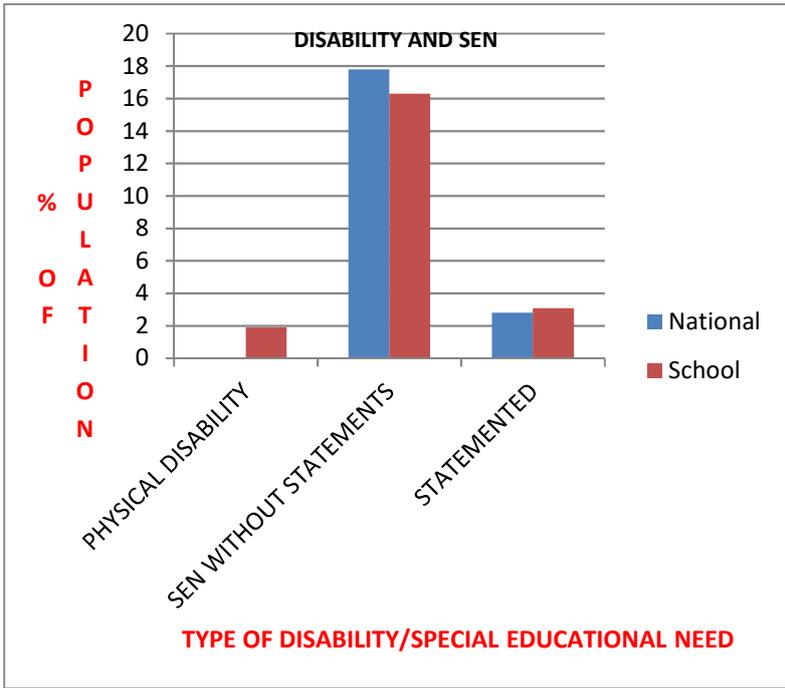


Sexual Orientation	National	Local
Heterosexual	94	95.5
Gay and Lesbian	1	1.5
Bi-sexual	0.5	No Data
Transgender or other	0.4	0.3
Don't know/refused	3.6	2.2

The school does not have information whether any of the pupils on roll identified as Lesbian, Gay, Bisexual or Transgender as the question has never been asked. The school will seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.



Gender	National	Local	School
Male	51	49	52
Female	49	51	48



SEN AND DISABILITY	National	School
PHYSICAL DISABILITY		1.89
SEN WITHOUT STATEMENTS	17.8	16.29
STATEMENTED	2.8	3.07

All information collected from the National Statistics Office, The Equality and Human Rights Commission
Bury PCT Healthcare Trust, DFE web-site and school records