



Public Sector Equality Duty Statement
January 2022

Staff covered by this procedure:	All Staff
Approved By:	Longwill Governing Body
Date:	
Next Review Date:	12 months from last approval

Signed Date
(Chair of Governors)

Signed Date

Public Sector Equality Duty Statement

Longwill School for Deaf Children is committed to equality both as an employer and an education provider:

- We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils.
- We do our best to ensure that everyone is treated fairly and with respect.
- We actively ensure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We always ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through School Council.
- We actively aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents. This is further demonstrated by our adoption of the UN convention on the Rights of the Child and our ethos as a Rights Respecting school.

General Duty and Specific Duty:

The school has a series of policies that support this Equality Statement. The new equality duty has two parts: the 'general' duty and 'specific' duties.

The general duty:

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact pupils and staff. Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The specific duties:

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

As a School we will publish information on:

- The diversity of the school population.
- How we are performing in relation to the three aims of the equality duty.
- We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which could affect:

- Pupils from certain cultural/ethnic backgrounds and the Traveller Community.
- Pupils who receive Pupil Premium.
- Pupils who are disabled.
- Pupils who have special educational needs.
- Pupils who are looked after
- Pupils who have EAL.
- Differences in gender achievement.

The Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty').

The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Whilst there is now no requirement for schools to have these equality policies, schemes and/or action plans the Governing Body will ensure that there will be no discrimination, harassment or victimization of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act.

These 'protected characteristics' are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

Sexual orientation

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

At Longwill School for Deaf Children, we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

A Rights Respecting School:

As a Right Respecting School, Longwill does its' best to ensure that all pupils are aware of their rights to a fair, rich and diverse education. This is outlined in several articles of the UN Rights of the Child. In particular:

- Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 28: Every child has the right to an education.
- Article 30: Every child has the right to learn

We have a series of policies and procedures in place to support us with this. These include:

- Behaviour policy and Anti-bullying policy
- Safeguarding Policy
- **RPSHE Policy**
- SEND Policy
- RE Policy
- Risk assessments
- Supporting pupils with medical conditions policy

Some of these policies are available on the school website. All policies are available from the School Office on request.

The termly Head Teacher's Report to the full governing body include reports as to the number of bullying or racist incidents that have been reported. **The termly DSL (Designated Safeguarding Lead) Report to Governors also records this information.** There is also an update on the number of exclusions that may have occurred (permanent or fixed term) and the number of children registered as having additional learning needs.

All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly and updated.

Equal Opportunities for All

At our school, careful analysis of performance/attainment/progress data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed annually and action plans developed accordingly. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school has its own **Equality Action Plan** (aka Accessibility Plan) and this too is reviewed annually. A copy of this plan is available on the school website.

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year as part of their annual safeguarding training. Bespoke training would also be commissioned where a need arises, either individually or collectively, within the school. The Head Teacher, in collaboration with the Senior Management Team, is responsible for monitoring equality issues and reporting back to the FPP Committee. Where deemed necessary, the Full Governing Body and the Local Authority will be made aware of issues as appropriate.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. accessibility issues for pupils with disabilities, or gay pupils/staff who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities) In fulfilling this aspect of the duty,
- The school will:
 - Collate attainment data each academic year showing how pupils with different characteristics are performing ➤
 - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information ➤

- Make evidence available identifying improvements for specific groups where issues have been identified (e.g. declines in incidents of homophobic or transphobic bullying) ➤
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Foster good relations between people who share a protected characteristic and people who do not share it.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum.
- This includes teaching in Relationship, Personal, Social, Health and Economic (RPSHE) education but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures ➤
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with pupils to promote knowledge and understanding of different cultures
- We seek to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Our Public Sector Equality Objectives are:

1. To maintain and where required improve access to the physical environment of the school.
2. To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils.
3. To improve the delivery of information to pupils, staff, parents and visitors with disabilities.
4. To increase the access to learning by working with parent/carers to improve school attendance

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

The Governing Body of Longwill School is responsible for ensuring that the School meets the requirements of the Equality Act. The Governing Body welcomes this responsibility and will:

- Ensure that everything the School does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the school to have 'due regard' for equality in all its functions
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.
- To ensure the success of every pupil, equal opportunity is at the heart of our vision with an insistence that all pupils will do well.

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.

How will we put this into practice?

1. Admission

The school follows the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as a criteria for admission, augmented by creed and ability. This will be revised as the Local Authority change recommendations.

2. Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures. As a school for the deaf, pupils are create 'sign names' for themselves and these are used by staff and pupils.

3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. The incident is logged on our system (currently, 'Behaviour Watch'). It should always be made clear to offending individuals that such behaviour is unacceptable and further action could be taken.

3.1 Pupils

If there are subsequent incidents, then the appropriate senior staff member must be informed and strong consideration should be given to involving the parents. Racist and political symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti will be immediately removed.

3.2 Staff

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. The school's pastoral care organisation will be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

4. The Curriculum

All pupils must have equal opportunity of access to the school's curriculum. All pupils should be able to see their own culture and identity reflected in their curricular experience. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive. Longwill is a Rights Respecting School and this ethos pervades all aspects of school life and underpins our approach to the Rights of the Child and all members of the school community.

5. Language

The school views linguistic diversity positively and staff should be aware of the preferred first languages used by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language is valued.

6. Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences.

How will we achieve equality?

The School makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we:

- plan ahead;
- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;
- monitor the effects of the adjustments and this policy;
- consider the effect of any proposed change upon all members of the school community and the available resources.

Publishing information

The school will publish information annually online to demonstrate its compliance with the Act

Availability of equality information

If anyone requires this policy in a different format, then please contact school.

Alison Carter
Headteacher

Appendix 1 Website Statement
Appendix 2: Accessibility Plan 2018 -2022

Appendix 1 Website Statement

Public Sector Equality Duty (PSED)

Schools are required to publish information which is updated annually showing how they comply with the Equality Duty and to set at least one equality objective every 4 years. The need to advance equality of opportunity is defined in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

The Public Equality Duty extends to the following protected characteristics:

- Race
- Disability
- Sex
- Age (as an employer, not regarding pupils)
- Religion/Belief
- Sexual Orientation
- Pregnancy and Maternity
- Gender Reassignment

We have identified areas of our practice that may need improvement.

Our objectives are:

- To maintain and, where required, to improve access to the physical environment of the school.
- To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils.
- To improve the delivery of information to pupils, staff, parents and visitors with disabilities.
- To increase the access to learning for all by working with parent/carers to improve school attendance.

Appendix 2: Accessibility Plan 2018 - 2022

Objective	2019-20	2020-2021	2021-2022
1. To maintain and where required improve access to the physical environment of the school.	<p>Upgrade existing deaf alerters for all deaf staff (alarms and bells)</p> <p>Improve the existing lift facilities to improve reliability.</p> <p>Re-paint lines on steps</p> <p>Provide wider range of ICT access through provision of iPads and training in apple access.</p> <p>Through bids to charitable organisations, outdoor play equipment & forest school provision.</p>	<p>Install AGP Pod in line with Covid guidance</p>	<p>Maintain existing deaf alerters for all deaf staff (alarms and bells)</p> <p>Review all existing contracts</p> <p>Ensure furniture layouts allow easy movement for pupils with disabilities in foundation dept in particular.</p> <p>Disabled parking signposted at car park entrance.</p> <p>Adapt environment to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps – still in good order? • Lift • Disabled toilets and changing facilities need further improvement in foundation
2. To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils.	<p>Provide a weekly News programme for pupils in BSL on website.</p> <p>Ensure all new staff are TT trained</p> <p>Establish a KS2 Physio Club</p> <p>Visual timetables for targeted children</p> <p>Ensure Rights Respecting ethos pervades all aspects of school life (RRSA Gold)</p>	<p>Ensure all new staff are TT trained</p> <p>Staff training: Occupational therapy Autism Behaviour</p> <p>Promote disability equality via</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff meetings. <input type="checkbox"/> PSHE lessons. <input type="checkbox"/> Assemblies. 	<p>Full re-accreditation for Teamteach for all staff so pupils with SEMH needs are well supported and safe.</p> <p>'Proud to be Deaf Week' (May 2022)</p> <p>SMILE therapy extended to improve spoken language skills of pupils</p>
3. To improve the delivery of information to pupils, staff, parents and visitors with disabilities.	<p>Continue to provide BSL interpreters for all meetings for Deaf parents and all parent events.</p> <p>Run Level 1,2 and 3 course for BSL.</p> <p>Staff training for medicines</p> <p>Re-locate the Parents Sign Language classes to Longwill to secure continued provision.</p> <p>Introduce Parent Text</p>	<p>Ensure school SEN Information is fully accessible</p> <p>Create a BSL version of key website information.</p> <p>Website is visually accessible</p> <p>Staff training for anaphylaxis & Asthma</p> <p>Training for Diabetes to key staff to ensure pupil with medical needs have full access to the curriculum.</p> <p>Trial Radio Loop System for Y5</p> <p>All staff training will be interpreted by a qualified interpreter.</p>	<p>Annually updated medical needs awareness training for all class based staff</p> <p>Review the school's SEN Information is fully accessible and update on website</p> <p>Whole staff training for medicines</p> <p>Ensure all new deaf staff can access interpreters through Access to Work Funding.</p> <p>Extend communications for parents with SEN needs (Parent email subscription)</p>

Objective	2019-20	2020-2021	2021-2022
	Provide BSL training for guides. →	Weekly Sign Language class for parents via TEAMS (through Covid) Support Deaf staff to be able to secure full work environment through 'Access to Work' Use of the technology to access sign 'live' through online interpreters	Extend loop systems to Y2 Extend training opportunities for learning mentors around SEMH Bespoke 1:1 programmes for new pupils without any functional communication skills in BSL