



Sunningdale School Equality Profile 2019-20

[Link: Accessibility Plan/Equality, Diversity Policy/Equality Objectives \(SDP\)](#)

The Equality Act

The Equality Act 2010 consolidates existing law into a single legal framework. It updates, simplifies and strengthens the previous legislation and provides a modern, accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Equality Duty

As part of the Equality Act 2010, a new general public sector equality duty came into force in April 2011. This duty states that public bodies (which includes schools), must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

Who is protected under the Act

Schools have obligations under the Act as:

- Employers
- Bodies which carry out public functions, and service providers.

To all stakeholders who access the school.

Introduction

Sunningdale School is committed in ensuring it meets the legal obligations as outlined in the Equality Act 2010.

Through our documentation (Policy and Accessibility Action Plan) we aim to cover the groups that are now defined as 'protected characteristics.'

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual Orientation

The Equality Act 2010 provides protection of the ‘Protected Characteristics’ from the following prohibited conduct.

- Direct discrimination
- Indirect discrimination
- Victimisation
- Harassment

There now also exists the possibility of claiming ‘combined discrimination’ on the basis of joint ‘protected characteristics’ whereas previously each characteristic was protected by separate legislation. This forms the 2010 act under a Single Equality duty.

The full definitions, detail and characteristics can be found in Appendix A of the Equality Act.

The Equality Act 2010 also protects people from harassment, in relation to disability, race and sex and victimisation.

A protected act is:

- making a claim or complaint of discrimination under the Act
- helping someone else make a claim by giving evidence or information
- making an allegation that the school or someone else has breached the Act
- doing anything else in connection with the Act.

Pupils must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints.

Positive action

The Act contains provisions which enable schools to take ‘positive action’, i.e. provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions.

It is worth noting that it is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, the school is permitted to positively discriminate in favour of disabled pupils (applicants).

School Background

Sunningdale School is a 2-11 provision for children with severe and profound learning difficulties. Some children also have a diagnosis of autism and have medical and physical difficulties.

Sunningdale leads two Outreach services for the local authority and is a designated ‘Teaching School’.

The school catchment area covers the City of Sunderland, which has a population of 280,000 people. **43% of** this population are living in the most deprived areas of Sunderland.

Children attending the school who live over 2 miles from school or have a specific medical/physical difficulty receive free home/school transport from the authority.

Sunningdale is an inclusive school which aspires to provide a non-discriminatory environment which is free from harassment and victimisation and is committed to promoting equality of opportunity. All children who attend Sunningdale School have an Education and Health Care Plan (EHCP) or statement of special educational need.

As a school we oppose all unlawful or unfair forms of discrimination, harassment and victimisation on the grounds of age, disability, gender, reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Vision

At Sunningdale School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school (Accessibility Action Plan) irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our Single Equality Scheme will work alongside all relevant policies and the school vision to achieve this by ensuring that learning for each child is:

- ✚ Active
- ✚ matched to the child's stage of development
- ✚ Promotes independence
- ✚ Is facilitated through a relevant & stimulating curriculum

And promotes--

✚ **LEARNING FOR LIFE**

The Scheme covers all parties linked to the school including children, staff, Governors, parent/carers, partners, visitors, professionals etc. We value involvement in the production of the scheme and will seek the views of all stakeholders on how the scheme can be developed. The Scheme will continue to promote the elimination of all forms of discrimination, harassment and victimisation. We will strive at all times to adopt 'best practice' to ensure our policy aims are fulfilled.

Equality and Diversity Aims

Our School aims to:

- a. continue to develop and raise awareness of equal opportunities across all aspects of the school and to work towards staff and children demonstrating confidence in, and commitment to, equality and diversity;
- b. develop and share good practice in embedding the principles of Equality and Diversity

across all aspects of the school;

c. work with children, staff and external agencies to address the barriers faced by particular groups of people and to allow full participation in the promotion of Equality and Diversity;

d. monitor, measure and evaluate the impact of Equality and Diversity policies, provision and action plans.

Community Cohesion

As a school we have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non-religious and different socio economic groups. We have incorporated our priorities into our Action Plans to make it easier to monitor our progress in meeting objectives.

We recognise that our school has a responsibility for educating children who will live in a country which is diverse in terms of culture, religions, beliefs, ethnicities, and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of children with those other schools.

Equality into practice

Roles and responsibilities

Everyone involved in the school has a role to play in ensuring that the policies drive practice. All individuals are encouraged to take responsibility to ensure that if the expectations are not being met, they will report their concerns immediately. Any concerns are treated with sensitivity and action is taken as appropriate.

Individuals include:

Pupils:

Children will be encouraged to behave appropriately in promoting an environment which is positive and respectful of all those around them.

Governors:

The governing body has set out its commitment to equal opportunities in our policy and action plans and will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

Head teacher (or senior leaders)

It is the Head teacher's role to implement the school's Policies and Action Plans and s/he

is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Policies and action plans, and that teachers apply these guidelines fairly in all situations

The Headteacher ensures that all appointments panels give due regard to our policy, so that no-one is discriminated against when it comes to employment or training opportunities

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

Staff:

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.

All new staff will be made aware of the policies and action plans through the school's defined induction process.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

All staff work as a team to support positive intervention with discriminatory incidents

Visitors:

All visitors and service providers are responsible for following the guidelines within the Equality and Diversity Policy.

The School is responsible for ensuring that the appropriate terms are inserted in contract and agreements with external providers.

Visitors will be made aware of our expectations regarding their behaviour.

Equality into Practice

Pupils

We currently have 105 LA commissioned places within Sunningdale.

We seek to offer education that is personalised, meeting a variety of 'need' including academic, social and personal development.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Sunningdale, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We aim to provide all our pupils with the opportunity to engage at their own level, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets

- Ensure equality of access for all pupils and prepare them for life in a diverse community
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staff discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Ensure teaching and learning approaches are personalised and appropriate in meeting the needs of each child.

Pupils with specific need are categorised within the following groups:

Disability: This information will be brought forward from the January 2019 census

**Severe Learning Difficulty
 Profound & Multiple Learning Difficulty
 Autistic Spectrum disorder**

Gender:

M= 69.8%, F=30.2%

Ethnicity:

Bangladeshi -5.1%

Pakistani - 1.7%

Chinese - 1.7%

White British - 90.5%

Any other white background - 0.8%

FSM :

50%

Age:

Age 10-M=6.9%, F=5.2%

Age 9-M=8.6%, F =2.6%

Age 8- M=10.3%, F=3.4%

Age 7- M=10.3%, F= 5.2%

Age 6-M=11.2%, F=5.2%

Age 5-M=6.9%, F=0

Age 4-M=7.7%, F=3.4%

Age 3-M=4.3%, F=3.4%

Age 2-M=3.4%, F=1.7%

Equality into Practice

Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law and guidance from Safer Recruitment training. However we ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

Monitoring recruitment and retention including bullying and harassment of staff

Continued professional development opportunities for all staff

Senior Leadership Team support to ensure equality of opportunity for all

Statistics:

Age:

78 staff

Age: 11-20 = 0

Age: 21-30 = 22.5%

Age: 31-40 = 31%

Age: 41-50 = 25.3 %

Age: 51-60 = 15.5%

Age: 61-70 = 5.6%

Gender:

M= 6.7%, F=93.3%

Disability :

0

Ethnicity :

100% White British

How we will meet our responsibilities

In order to meet its responsibilities in relation to the Equality Act the school has undertaken assessments on all of our policies, plans, projects and functions. These assessments have allowed us to identify barriers to achieving equality for all and eliminate all forms of discrimination in a school setting. As a result of the assessments, an **Accessibility Action Plan** and identified **Equality targets** linked to the school SDP (School Development Plan) has been devised setting out the school's priorities for improvements,

including actions, timescales and responsible people (staff). The plan is designed to improve outcomes for all groups using the school.

We will monitor the actions through regular review of the action plan.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it need to be informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback using 'pupil voice', PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education
- Pupil Voice through the PLP.
- Feedback at Governing body meetings
- Community groups.
- Monitoring and reviewing the action plan

This is a one year action plan for 2019-20 which we believe will make the targets more focused than within a 3 year plan. We will monitor the equality information used to inform the action plan and the outcomes resulting from it annually through the Governor policy committee who will be responsible for

- Monitoring the Plan
- Publishing and promoting the Scheme

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments/jokes.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

Physical assault against a person or group because of their colour, ethnicity, nationality,

disability, sexual orientation or gender

Use of derogatory names, insults and jokes

Racist, sexist, homophobic or discriminatory graffiti

Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia

- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The following procedure should be undertaken if an incident occurs:

- Report incident to either to the Headteacher, DHT or senior leader.
- HT/Senior leader to log incident and investigate
- Response to victim/family
- HT report to Governing Body and LA (Local Authority)

Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Accessibility Plan annually alongside the Equality Policy and 'Profile'.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publication

In order to meet the statutory requirements the school will

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available

