

Woolenwick Junior School

EQUALITY AND DIVERSITY POLICY

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| Policy Name | Equality and diversity policy |
| Created by | School |
| Responsibility of | School Improvement committee |
| Reviewed by | MC/CS/JB plus consultations with stakeholders |
| This Review Date | June 2013 |
| Next Review Due | June 2017 |
| Cycle | 4 years |
| Ratified by Full Governing Body on | 12 June 2013 |

Version History

| Version | Amendments | Date | Author |
|---------|--|-----------|--------|
| V1 | Original document created to encompass all previous separate policies – Ethnic minority, Gender equality , Disability equality and Race equality | June 2013 | MC/JB |

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Our equality vision and the values that underpin school life

Vision, Aims and Mission Statement



'Growing roots to learn and wings to fly'

2: School Context

The characteristics of our school

Context and Location:

- Woolenwick Junior School is an average sized (220 pupils), urban fringe, junior school with a mixed catchment from private, council and social priority housing.
- The school is pivotal in the community and works in partnership with many agencies

Socio-economic factors (including Free School Meals, Special Educational Needs and Disabilities, English as an Additional Language, Children Looked After etc)

The percentage of children who are/have:

Free School Meals - 24%.

Black and Minority Ethnic - 19.1%

English as an Additional Language – 7.2%

Special Educational Needs and Disabilities - 24.1%.

Vulnerable - 24.5%.

On either the Special Educational Needs and Disabilities or vulnerable register - 50.4%.

We have a small but significant number of pupils with very challenging behaviour.

Children Looked After – 2 pupils

Awards: Woolenwick Junior School currently holds;

IQM – Inclusion Quality Mark

HABI – Hertfordshire Anti-bullying Accreditation

Healthy Schools Award

Extended School Status

Active School

Peer Mentoring Accreditation

3: Legal Background

The duties that underpin our scheme

Woolenwick Junior School is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

Disability

At Woolenwick Junior School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

- Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

For schools, the term community has a number of dimensions including:

- The school community
- The community within which the school is located
- The UK community within which the school is located
- The global community

In addition, schools themselves create communities. At Woolenwick Junior School, this includes networks such as NQT, Stevenage Heads, Deputies, co-ordinator group, family support, Stevenage Sporting Futures and Stevenage Educational Trust.

Woolenwick Junior School focuses on cohesion across different cultures, ethnic, religious and socio-economic groups (This policy encompasses our previous individual racial equality Policy, Gender Equality Policy, Disability Equality Policy and statements relating to gender, age and faith).

Community Cohesion in school can be broadly grouped into the following headings:

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop skills of participation and responsible action, e.g. Identity and diversity in the citizenship, SEAL and PSHE curriculum.
- Equality and excellence – to ensure equal opportunities for all to succeed at the highest possible level, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- Engagement and extended services – to provide reasonable means for children, young people, their friends to interact with people from different backgrounds and build positive relationships: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

In addition to the general duties of Disability, Race and Gender that underpin the Equality and Diversity Policy, Woolenwick Junior School is committed to taking action on other equality strands. These include religion and belief, age and sexual orientation. We will also work hard to promote Community Cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity, whilst also promoting shared values, to promote awareness of human rights and to apply and defend them and to develop the skills of participation and responsible action. We are committed to following DcSf guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- A programme of curriculum based activities, whereby pupils' understanding of community and diversity is enriched through Citizenship, PSHE, visits and meetings with members of different communities

The standard procedures and processes of Woolenwick Junior School – Other Equality Strands

Religion and Belief

The Equality Act (Religion and Belief) 2010 provides protection for individuals against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief) in employment, and when goods, facilities and services are being provided. This extends to the delivery of education and other services by schools.

Direct Discrimination – Treating a person less favourably than other people because of their religion or belief.

Indirect Discrimination – Having a policy or practice (formal or informal) that, although apparently neutral, puts people at a disadvantage because of their religion or belief (or lack of it).

Victimisation – Being treated unfairly as a result of making, or intending to make, a complaint of religion/belief related discrimination, or because they have helped another person to do so.

All pupils and parents, prospective pupils and their parents, staff and others using the school facilities are covered by the Act. The definition of religion and belief is wide enough to cover fringe or cult religions and a range of other philosophical beliefs, e.g. Humanism, but is not intended to include political beliefs (such as Communism) or support of a political party.

Lack of religion or belief is also included in the definition of ‘religion’ or ‘belief’. This means that it is unlawful to discriminate against someone on the grounds that they do not have any religion or belief (e.g. an atheist) or that they do not adhere or sufficiently adhere to a particular religion or belief.

Jewish people and Sikhs also have protection under the Race Relations Act.

Schools must treat pupils equally and not subject them to any detriment, irrespective of their religion or belief, or lack of it. The duty covers:

- Admissions
- Exclusions
- Education
- Benefits, facilities and services
- Extended school services

Maintained schools are normally required to provide a daily act of collective worship of a broad Christian character (or different religions if a school has obtained a determination to modify their worship arrangements). This also extends to activities such as Christmas carol services, harvest festival, Diwali or other faith-based events.

Parents not wishing their children to participate in collective worship or other related activities have the right to withdraw them. However, parents of other religions or beliefs cannot discriminate because the school does not provide alternative provision for collective worship.

School uniform – It is the responsibility of the governing body to ensure that policies on uniform are fair and reasonable and take account of different social, religious or racial groups as with those of a disability or specific educational need.

Sexual Orientation

The Equality Act 2010 makes it unlawful to discriminate on the grounds of apparent or perceived sexual orientation in employment and when goods, facilities and other services are being provided. The regulations:

- Compel a school to treat bullying on the basis of sexual orientation as seriously as bullying on the grounds of race, gender or disability.
- Ensure all pupils have access to schooling and the benefits, facilities, or services provided at school, irrespective of their sexual orientation or that of their parents.

Direct Discrimination – Treating people less favourably than other people because of their sexual orientation, or the sexual orientation of a person with whom they are associated, such as a parent or friend.

Indirect Discrimination – Having a policy or practice that, although apparently neutral, puts people at a disadvantage because of their sexual orientation.

Victimisation – Being treated unfairly as a result of making, or intending to make, a complaint of discrimination on the grounds of sexual discrimination, or because they helped another person to do so.

All pupils, parents, prospective pupils and parents, staff and others using the school facilities are covered by this act. Trans-gender people are covered by the Sex Discrimination Act (amended in 2003).

Schools must treat pupils equally and not subject them to any detriment, irrespective of their apparent or perceived sexual orientation or that of their parents. The duty covers:

- Admissions
- Exclusions
- Education
- Benefits, facilities and services
- Extended schools services

Woolenwick Junior School will provide appropriate care and support for the emerging identity of young people. The anti – bullying policy contains specific reference to homophobic behaviour, with name-calling and homophobic bullying being treated as seriously as a racist incident.

Age

- Age discrimination in employment became unlawful on 1st October 2006.
- Regulations cover direct and indirect discrimination, harassment and victimisation, employers can be held responsible for the action of employees in all four cases.
- Regulations cover employment and vocational training.
- The regulations cover people of all ages, both old and young.
- All employers have new obligations to consider.
- Upper age limits for unfair dismissal and redundancy are removed.
- Occupational Pensions and Redundancy payments are covered by the regulations.
- Benefits based on length of service requirement of 5 years or less will be exempted and will be able to continue.

Clearly the regulations will impact on most, if not all, employment matters and will require a thorough review of existing policies, procedures and working practices in the areas of:

- Recruitment and selection
- Promotion
- Terms and conditions
- Pay and benefits
- Training and development
- Redundancy
- Retirement

Inclusion and the Governing Body

Strategic Role

- Governors are kept informed about inclusion issues in recent legislation.
- Governors are kept informed about inclusion issues around the school, via committee meetings.
- Governors attend relevant training sessions, including in-house training.
- Governors will ensure that inclusion is a regular agenda item at governing body meetings and is a focus for the school improvement plan.

Inclusive Provision

(More detail can be found in the Teaching and Learning Policy and the Inclusion Policy)

- TA support for English and Maths is provided on a daily basis in all classes.
- TA support is provided for small group learning and where 1:1 support is required.
- All children in the school are included in provision maps that are completed termly.
- The school has an inclusion team that consists of the SENCO, INCO and Family Liaison Worker.
- We use the services of the school attached Educational Psychologist as well as the community police and other outside agencies such as CAMHs.

External Support

- We have support from a variety of visiting professionals including, Educational Psychologist, SPLD base teacher and Speech and Language Therapist.
- Through the CAF process the school seeks available and appropriate support from outside agencies.

Assessment Procedures

- All teachers submit termly teacher assessments for all pupils.

4: Roles and Responsibilities and Publish Information

Chain of Accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to Implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Policy Review and Website

Commitment to Review

Every term, managers and key staff will report to the Headteacher on actions and progress.

The basic principle underlying the new specific duties is that of ‘transparency’ which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Publish Information – specific duty to demonstrate compliance with the public sector equality duty

Woolenwick Junior School will publish information annually.

Where will equality information be published? Information must be Accessible.

Woolenwick Junior School equality information will be available on the school website www.woolenwickjm.herts.sch.uk

Commitment to Action

Governors will:

- Provide leadership and drive for the development and regular review of the school’s equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of ‘returns’ to the local authority)

Headteacher and SLT will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

All staff; teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All students will:

- Behave with respect and fairness to all peers and staff, carrying out the letter and spirit of the school's equality scheme
- Understand that they have the responsibility to act, and to report any issues of bullying or racist incidents
- Contribute to the implementation of the school's equality scheme

All parents/carers will:

- Be consulted on the policy and will be kept informed through the school website and the home school agreement
- Behave with respect and fairness to all peers and staff, carrying out the letter and spirit of the school's equality scheme
- Understand that they have the responsibility to act, and to report any issues of bullying or racist incidents
- Contribute to the implementation of the school's equality scheme

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

The development of the policy has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010:

“We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities by carrying out a stakeholder consultation.”

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

6: Using Information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

How our school's equality objectives were chosen.

Our equality objective-setting process has involved gathering evidence as follows:

Student/Staff, Parent/Carer and Governor discussion questionnaires, student data, staff data.

List of equality objectives:

| Equality Objectives | Protected Characteristic |
|--|--------------------------|
| 1. To ensure that all vulnerable groups of students make expected levels of progress. Any gaps in attainment for these students are reduced. | Disability |
| 2. To continue to raise attainment for BME students and provide support where required. | Race |
| 3. To ensure that all students have access to the extended curriculum. | Gender |
| 4. All School Policies will be impact assessed with regard to disability gender and race at the time of review and issues arising will be carried forward into the equality action plan. | Policy Review |
| 5. Evidence will be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background. | Community Cohesion |

8: Setting Equality Objectives Action Plan

| Equality Objectives | Protected Characteristic | R | A | G | General Duty | Responsibility | Measurable Success Indicator | Timing | Review date |
|---|---------------------------------|----------|----------|----------|--|--------------------------------------|---|------------------|----------------------|
| Impact Assessment Objective | Race Gender Disability | | x | | All School Policies will be impact assessed with regard to disability gender and race at the time of review and issues arising will be carried forward into the equality action plan | Headteacher | All Policies assessed action plan to be completed and monitored for any issues arising from the policy review | Upon Review | Annual/ Bi-Annual |
| To ensure that vulnerable groups of students achieve challenging targets and the gaps in attainment for these students are reduced. Pupils to make expected levels of progress. | Disability | | x | | | Headteacher Deputy Headteacher | Student data | Summer Term 2013 | |
| To continue to raise attainment of BME students. | Race | | x | | | Headteacher SLT | Student data | Autumn Term 2013 | |
| To ensure that all students have access to the extended curriculum. | Race Disability | | x | | | | | | |