

# Weatherhead High School

A high performing academy providing excellence for all

## SINGLE EQUALITY POLICY, OBJECTIVES AND ACTION PLAN

|                            |                  |
|----------------------------|------------------|
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## **Legislative Background - the Equalities Act 2010**

The Equalities Act 2010 replaces all of the previous pieces of anti-discrimination law that have been introduced over the last forty years in Great Britain (for example, Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005). The purpose of this new act is to consolidate and streamline the requirements whilst ensuring the protection of individuals from unfair treatment and promoting a fair and more equal society.

Previous equality duties involved schools producing separate policies and action plans for race, disability and sex. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'Public Sector Equality Duty' (PSED). This duty requires all schools to show how they are meeting the aims of the Equality Act 2010 by giving 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'.

## **What do Schools have to do?**

Schools and other public sector organisations have two sets of specific duties which they must achieve to show that they are meeting their duty, they must:

- publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty
- prepare and publish specific and measurable equality objectives which they will pursue over the coming years to achieve the three aims

School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the 'protected characteristics';
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality Policy', detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

School to publish their initial information and objectives, and then will need to update the information at least annually and to publish objectives at least once every four years. Accessibility planning is a statutory duty and is incorporated into a school's Single Equality Policy.

## **Weatherhead High School Single Equality Policy**

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

### **Our Vision for Equality**

The School welcomes a diverse community of staff and students. We seek to develop a community whose members value each other and contribute to the School's aims. Our aim is for an open, supportive environment where students and staff are given the support needed to realise their goals and aspirations. We seek to remove the barriers that prevent historically disadvantaged groups from realising their potential. We will treat all staff, students, visitors and applicants for employment equitably. No one will be accorded less favourable treatment because of age, disability, race, sex, sex reassignment, maternity and pregnancy, family circumstances, marital/civil partnership status, race, religious beliefs, sexual orientation or transsex status.

### **Our Public Sector Equality Duty**

We welcome and actively embrace our legal responsibilities under the Equality Act 2010. The Public Sector Equality Duty requires us to pay due regard to the following:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people from different groups. This involves considering the need to:
  - a. Remove or minimise disadvantages suffered by people due to their protected characteristics,
  - b. Meet the needs of people with protected characteristics,
  - c. Encourage people with protected characteristics to participate in public life or in activities where their participation is low.

3. Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

We understand the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

### **Protected Characteristics**

A protected characteristic under the Equality Act 2012 covers the groups listed below:

- age (for employees but not with regard to the treatment of students or prospective students)
- disability
- race
- sex (including issues of transgender)
- sex reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment).

### **Meeting the General Duties**

The law requires us to demonstrate how we meet the general duties by:

- Publishing equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any equality Information that can specifically identify any child)
- Preparing and publishing equality objectives
- Preparing and publishing planning activities

To do this we will collect data related to the protected characteristics and analyse the data to determine the focus of our equality objectives. The data will be assessed across the core provisions of the school:

- Planning, monitoring and evaluation
- Admissions
- Teaching and learning
- Learner support and guidance
- Staff recruitment, employment and development
- Accessible documentation
- Accessible site

Our equality objectives will detail how we will ensure equality is applied to the core provisions 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 also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Community cohesion is generally defined as 'Working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.' (DCSF 2007)

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
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## The Roles and Responsibilities within our School Community

We believe that promoting Equality is a school community responsibility:

| School Community               | Responsibility   |
|--------------------------------|--|
| Our Local Governing Body will: | <ul style="list-style-type: none"> <li>• designate a governor with specific responsibility for the Equality Policy</li> <li>• ensure that the objectives arising from the policy are part of the School's Strategic Intent</li> <li>• support the Principal and/or Associate Principal in implementing any actions necessary</li> <li>• engage with parents and partner agencies about the policy</li> <li>• evaluate and review the policy annually and the objectives every 4 years</li> </ul>   |
| The Headteacher                | <ul style="list-style-type: none"> <li>• ensure that staff, parents/carers, students/students and visitors and contractors are engaged in the development of and informed about the Equality Policy</li> <li>• oversee the effective implementation of the policy</li> <li>• ensure staff have access to training which helps to implement the policy</li> <li>• develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available</li> <li>• monitor the policy and report to the Local Governing Body at least annually on the effectiveness of the policy and publish this information</li> <li>• ensure that the Leadership Team is kept up to date with any development affecting the policy or actions arising from it</li> </ul> |
| Each Leadership Team will:     | <ul style="list-style-type: none"> <li>• have responsibility for supporting other staff in implementing this Policy</li> <li>• provide a lead in the dissemination of information relating to the Policy</li> <li>• with the Head and SLT, provide advice/support in dealing with any incidents/issues</li> <li>• assist in implementing reviews of this policy</li> </ul>   |
| Each school staff will:        | <ul style="list-style-type: none"> <li>• be involved in the development of the Policy</li> <li>• be fully aware of the Equality Policy and how it relates to them</li> <li>• understand that this is a whole school issue and support the Policy</li> <li>• make known any queries or training requirements</li> </ul>   |

| <b>School Community</b>   | <b>Responsibility</b>   |
|---|---|
| Parents/ Carers will:   | <ul style="list-style-type: none"> <li>• be given accessible opportunities to become involved in the development of the Policy</li> <li>• have access to the Policy through a range of different media appropriate to their requirements</li> <li>• be encouraged to actively support the Policy</li> <li>• be informed of any incident related to this Policy which could directly affect their child</li> </ul> |
| The Students will:  | <ul style="list-style-type: none"> <li>• be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability</li> <li>• be expected to act in accordance with the Policy</li> <li>• be encouraged to actively support the Policy</li> </ul>   |
| Relevant voluntary or community groups and partner agencies will: | <ul style="list-style-type: none"> <li>• be involved in the development of the Policy</li> <li>• be encouraged to support the Policy</li> <li>• be encouraged to attend any relevant meetings and activities related to the Policy</li> </ul>   |



## **Stakeholder Consultation and Involvement**

We are committed to further develop our consultation to ensure annual involvement of staff, students and other relevant stakeholders in reviewing the progress of the Scheme and Action Plan. 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's website and other mediums as identified by the Governing Body.

## **Monitoring and Review**

Implementation, monitoring and review are the responsibility of our Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

## **Equality Objectives**

We have developed 6 equality objectives:

Objective 1: The School's commitment to equality is evident in its strategic and development planning.

Objective 2: Barriers to participation are removed to enable all our staff and students to play a full part in the life of the school.

Objective 3: All our staff and students are aware of their own and the school's responsibilities for advancing a culture of equality.

Objective 4: Equality is reflected in our learning, teaching and assessment activities leading to an excellent student experience at the school.

Objective 5: Our commitment to equality is reflected in behaviour and practices throughout each school.

Objective 6: Our awareness and understanding of equality is increased through the analysis of data relating to staff and students and the findings used to improve our policies and practices.

## Annex A: THE SINGLE EQUALITY ACTION PLAN FOR WEATHERHEAD HIGH SCHOOL

| <b>Objective 1:</b>   |  |  |                       |                              |
|---|--|--|-----------------------|------------------------------|
| <b>The school's commitment to equality is evident in its strategic and development planning.</b>            |  |  |                       |                              |
| <b>Actions</b>  | <b>Target Date</b>                         | <b>Evidence/Outcomes</b>   | <b>Responsibility</b> | <b>Monitoring and Review</b> |
| a) Ensure that the school's commitment to equality is evident in its key strategies, policies and documents | Commitment to be included in all documents | <ul style="list-style-type: none"> <li>The school's commitment to equality is evident in the following key documents:<br/><br/>School Development Plan<br/>School Prospectus<br/>Staff Handbook</li> </ul> | Head and SLT          | Annually by Governing Body   |
| b) Ensure that the school's commitment to community cohesion is evident in its key strategies and policies  | Commitment to be included in all documents | <ul style="list-style-type: none"> <li>The school's commitment to equality is evident in the following key document:<br/><br/>Wider Contribution to School and Community</li> </ul>                        | Head and SLT          | Annually by Governing Body   |

| <b>Objective 2:</b>  |  |   |                       |  |
|--|--|---|-----------------------|--|
| <b>Barriers to participation are removed to enable all our staff and students to play a full part in the life of the school.</b>                 |  |   |                       |  |
| <b>Actions</b>   | <b>Target Date</b>                       | <b>Evidence/Outcomes</b>  | <b>Responsibility</b> | <b>Monitoring and Review</b>           |
| a) Ensure that the school's commitment to equality is evident in its admission procedures  | LA Admission procedures adopted          | <ul style="list-style-type: none"> <li>Admission procedures</li> <li>Diverse, non-stereotypical images in all marketing</li> </ul>  | Head and SLT          | Annually by Governing Body             |
| b) Develop further the school's employment policies and procedures in order to provide a barrier-free environment for recruitment and employment | Recruitment procedures reviewed annually | <ul style="list-style-type: none"> <li>All applicants receive full and fair treatment and are considered solely on their ability to do the job</li> <li>All applicants for employment who have a disability and who meet the essential criteria are invited for interview</li> <li>Availability of information about vacancies in alternative formats (large print, audio)</li> </ul> | Leadership Team       | Head and Governors' Staffing Committee |
| c) Ensure that where practicable, all new and existing school buildings are accessible to all staff and students                                 | On-going                                 | <ul style="list-style-type: none"> <li>Planning documentation</li> <li>Wheelchair access wherever possible to all areas of the school</li> <li>Provision of study / social space for students with disabilities where necessary</li> <li>Contractors employed by the school are aware of the school's expectations regarding equality</li> </ul>                                      | Leadership Team       | Head and Governors' Staffing Committee |

|  |                    |   |                 |  |
|--|--------------------|---|-----------------|--|
| d) Ensure that loop system is functional and training provided for use (for deaf students and parents)               | Annual checks made | <ul style="list-style-type: none"> <li>Key staff can setup system to allow hearing impaired students/parents to access information</li> </ul>                                 | Leadership Team | Head and Governors' Staffing Committee |
| e) Provision of training for new teachers from Sensor Support Staff is organised                                     | On-going           | <ul style="list-style-type: none"> <li>Students are able to access the curriculum. Teachers get advice and guidance and curriculum is modified to allow for access</li> </ul> | Leadership Team | Head and Governors' Staffing Committee |
| f) To ensure that where necessary parents are provided with alternative methods to enable home school communications | On-going           | <ul style="list-style-type: none"> <li>Hearing impaired parent supplied with text/mobile phone</li> </ul>   | Leadership Team | Head and Governors' Staffing Committee |
| g) The provision of a room within the school for prayer and contemplation  | 2015/16            | <ul style="list-style-type: none"> <li>Students have an opportunity to pray in a quiet undisturbed area.</li> </ul>   | Leadership Team | Head and Governors' Staffing Committee |

**Objective 3:****All our staff and students are aware of their own and the school's responsibilities for advancing a culture of equality.**

| Actions  | Target Date | Evidence/Outcomes  | Responsibility  | Monitoring and Review                        |
|--|-------------|--|-----------------|--|
| a) Provide a clear and coherent learning experience for all students which enable them to understand others, value diversity and human rights, and participate responsibly in their communities                          | On-going    | <ul style="list-style-type: none"> <li>• Curriculum provision/documentation</li> <li>• Assembly provision</li> <li>• Visiting speakers</li> <li>• Special events organised</li> <li>• Cultural Diversity Award</li> </ul>  | Leadership Team | Head and Governors' Curriculum Sub Committee |
| b) Provide opportunities for students and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community | On-going    | <ul style="list-style-type: none"> <li>• Curriculum provision/documentation</li> <li>• Provision of activities</li> <li>• Assemblies involving members of different communities</li> <li>• Social events provided for families organised by Parents and Friends Association</li> </ul>   | Leadership Team | Head and Governors' Curriculum Sub Committee |
| c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the school's staff development programme  | On-going    | <ul style="list-style-type: none"> <li>• The school's staff development programme</li> <li>• Training for new teachers in providing reasonable adjustments (e.g. handouts, board work, use of voice) and in how to approach the possible differences in learning needs</li> <li>• Raised awareness of new staff of the range of disabilities and associated technical terms</li> </ul> | Leadership Team | Head and Governors' Curriculum Sub Committee |

**Objective 4:****Equality is reflected in our learning, teaching and assessment activities leading to an excellent student experience at the school.**

| Actions  | Target Date | Evidence/Outcomes  | Responsibility  | Monitoring and Review                        |
|--|-------------|--|-----------------|--|
| a) Provide a broad and balanced curriculum that meets all students' needs                              |             | <ul style="list-style-type: none"><li>• Evaluation of the quality of the curriculum – its match to students' needs – and improvement over time</li></ul>   | Leadership Team | Head and Governors' Curriculum Sub Committee |
| b) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups |             | <ul style="list-style-type: none"><li>• The school's own evaluations of the quality of teaching</li><li>• External evaluations of the quality of teaching</li><li>• The views of students, parents and staff of the quality of teaching</li><li>• Analysis of student progress by subject, cohort, student group and teaching group</li><li>• The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc. Child Protection), mentoring, curriculum development, and tackling underperformance)</li><li>• systematic performance management</li></ul> | Leadership Team | Head and Governors' Curriculum Sub Committee |

| <b>Objective 5:</b>  |                    |  |                       |  |
|--|--------------------|--|-----------------------|--|
| <b>Our commitment to equality is reflected in behaviour and practices throughout the school.</b> |                    |  |                       |  |
| <b>Actions</b>   | <b>Target Date</b> | <b>Evidence/Outcomes</b>   | <b>Responsibility</b> | <b>Monitoring and Review</b>                 |
| a) Ensure the systematic and consistent management of behaviour                                  |                    | <ul style="list-style-type: none"> <li>• Policies and systems for managing behaviour, exclusions and attendance</li> <li>• Views expressed by students, parents, staff and governors about behaviour, bullying, safety, respect and courtesy</li> <li>• Behaviour evidence from lesson observations, 'learning walks' and off-site provision</li> <li>• Overall and persistent absence and attendance rates for different groups of students</li> <li>• Punctuality tracking</li> <li>• Rates of permanent and fixed term exclusion</li> <li>• Tracking of behavioural sanctions/rewards and evaluations of impact</li> <li>• Tracking of incidents of bullying and their resolution</li> <li>• Tracking and evaluation of racist incidents</li> <li>• Evidence of students' risk awareness from lesson observations and student feedback;</li> <li>• Evidence of the impact of teaching about risk.</li> <li>• Analysis and evaluation of incidents and breaches of IT protocols</li> </ul> | Leadership Team       | Head and Governors' Curriculum Sub Committee |
| b) Ensure that all students are safe.  |                    | <ul style="list-style-type: none"> <li>• Management of safeguarding arrangements, including safe recruitment and identifying students at risk or in need</li> <li>• Appropriate arrangements for child protection</li> <li>• Following up absence</li> <li>• Promoting safety through the curriculum.</li> <li>• Engagement with parents and carers in supporting students' achievement, behaviour and SMSC</li> <li>• Evidence document listing opportunities of SMSC across the curriculum</li> </ul>  | Leadership Team       | Head and Governors' Curriculum Sub Committee |

**Objective 6:**

**Our awareness and understanding of equality is increased through the analysis of data relating to staff and students and the findings used to improve our policies and practices.**

| Actions   | Target Date | Evidence/Outcomes  | Responsibility  | Monitoring and Review                        |
|---|-------------|--|-----------------|--|
| a) Use performance data to monitor learner achievement and respond to variations between groups of students, subjects, courses and key stages, trends over time and comparisons with other schools. |             | <ul style="list-style-type: none"><li>• Attainment and progress from historic exam/test results/RAISEonline and comparisons with national standards and floor targets – last 3 years</li><li>• Attainment and progress of current students</li><li>• Attainment and progress of sub-groups of students, including by SEND, LAC etc. intake ability</li><li>• Attainment and progress in different subjects</li></ul> | Leadership Team | Head and Governors' Curriculum Sub Committee |