

Equality information and objectives document

This policy is a statutory key document.

The following guidance must be used in relation to this key document:

Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Equality Act- advice for schools May 2014 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Introduction

Coombe Wood School is an inclusive school where we focus on the well-being and progress of every student and where all members of our community are of equal worth. We do not discriminate against students/ staff/ parents/ volunteers because of their sex, race, disability, religion or belief or sexual orientation etc.

National Context

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to public bodies, PRUs, schools including both LA maintained and academies. This combined equality duty came into effect in April 2011 and was reviewed in May 2014. The School must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality and opportunity among people who share a protected characteristic and people who do not share it;
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it;
- Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

The protected characteristics are:

Sex
Race
Disability
Religion or belief
Sexual orientation
Gender reassignment
Pregnancy or maternity

In addition, we welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and 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.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided at CWS by certain values that revolve around the school's core values - TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP.

All students, parents, carers and staff are of equal value.

We see all students, staff, parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barrier and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- religion, belief or faith background or;
- sexual identity.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents, mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

We aim to reduce and remove inequalities and barriers that could exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that could exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve students, staff and parents from a wide range of backgrounds and beliefs.

Society as a whole should benefit.

We intend that our policies, procedures, key documents and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, and both girls and boys;
- gay people as well as straight.

We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Objective setting

We formulate and publish policies and new school initiatives, based on the consultations we have conducted and the evidence we have collected.

The objectives which we identify take into account national and local priorities and issues, as appropriate. The objectives are listed at the end of this document.

The Curriculum

Students select their options in Year 8 for studying in Year 9 and then in Year 11 for study in the 6th form. All students are supported across each subject to reach their potential with targeted intervention and support occurring inside and outside of the classroom. Closing the gap and ensuring all students reach their potential is heavily supported by the pastoral staff, predominantly Year Leaders. Tracking of data is a huge focus as per the minutes that are taken in meetings, to ensure that no gaps occur for any student or groups of students

Extra Curricular/ Co-curricular activities

Students are encouraged to join clubs in school as well as taking student leadership roles through the School Council.

EAL provision

Students are supported inside and outside of lessons to improve their literacy and numeracy skills. EAL students receive support as required, in a small group. The school, each year, produces a Literacy plan to improve the literacy of not only EAL students, but of all CWS students. CPD is provided for staff on supported strategies to improve literacy and numeracy across the school.

Ethos and Organisation

We ensure that our core values and principles as outlined above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement;
- students' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

Addressing Prejudice and Prejudice-Related Bullying

The School is opposed to all forms of prejudice such as;

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed towards Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, when requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Displays around the school

Displays showcasing praise for students across all year groups, who have made progress or achieved well, are placed in classrooms as well as along corridors.

Language barriers of parents

Parents who have English as an Additional Language are supported at parents evenings as well as meetings with Year leaders by inviting family members who speak English to attend so information can be relayed to parents.

Accessibility Plan

The school is designed to be compliant with the DDA (Disability Discrimination Act) for disabled students.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the School complies with legislation, and that this policy and its related procedures and action plans are implemented. The Governing Body is increasingly representative of the community it serves, with procedures for the election of parent governors being open to candidates of all backgrounds and abilities.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the ethos and values of the school;
- support students in their class for whom English is an additional language or who have a Special Educational need;
- keep up-to-date with equalities legislation relevant to their work.

Information Sharing

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents via the school website.

Religious Observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including non-teaching staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

Monitoring and Review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate, according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Relevant links

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/>