



## Equalities Policy

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| Statement to be submitted to Governing Body or committee  | School to enter date or term  |
| Equalities Act 2010 this policy does not discriminate against any people on the basis of their protected characteristics. | <p>Does the policy have any positive or negative implications for people with protected characteristics? No</p> <p>Are there any inequality implications of this policy? No</p> <p>Comment:</p> |

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## School Aims

Consultation with students, staff, parents and governors has led to an agreement of the core values which underpin our aims for our school community.

Our target is to provide a safe, inclusive and rich learning environment, founded on respectful relationships for all, where students feel safe and valued.

We aim to motivate and enable our students to be independent learners who are ambitious and who are committed to excellence in the pursuit of academic achievement and personal development.

- We aspire to be a community school with kind, courteous and considerate citizens who contribute positively to the communities we serve: in school, in the locality and in the world beyond.
- We will train to develop resilient, responsible, and independent learners who embrace challenge and are prepared and equipped for life after school.
- We recognise our moral, ethical, and statutory responsibility to safeguard and promote the welfare of students. We are fully committed to ensuring that consistent and effective safeguarding procedures are in place to support young people, their families and staff at school.

## School Values

- We expect learning to take place in a climate of mutual **RESPECT**, whilst respecting and celebrating diversity and difference. We expect students to have respect for staff, other students and themselves and to make healthy and safe choices.
- We expect every individual to strive for excellence in everything that they do and to take **PRIDE** in their achievements, effort, and conduct. We are proud of our students' progress and achievements and set high standards and expectations.
- We expect all members of our community to be **KIND**, courteous and considerate. We all belong to a community and work together as a team in a spirit of cooperation, collaboration and support.
- We aspire for our students to be independent, **RESILIENT** and responsible learners; to embrace challenge, to learn from disappointment and failure and to accept the challenge that becoming better never stops.

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### 1. Aims

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our students, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community through our values to create an environment that upholds the principles of equality and celebrates diversity.

For staff and prospective staff, our recruitment policy highlights our commitment to the Equality Act 2010 in conjunction with the school's culture and values.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

**The Equality Act 2010 sets out that the nine characteristics that are protected are:**

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

- Religion or belief
- Sex
- Sexual orientation

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010 which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011 which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, to include staff, students and parents
- Ensure that the published equality information is updated at least every year and that the objectives are reviewed and updated at least every 4 years
- Delegate the daily responsibility for monitoring the achievement of the objectives to the Headteacher

The equality link governor is *Beverley Hibbert*, who will:

- Meet with the designated member of staff for equality twice every academic year and other relevant staff members, as required, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors
- The Assistant Headteacher responsible for Equality will:
- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the equality link governor twice every year to raise and discuss any issues. Work towards meeting the school's objectives as stated in this policy.
- Support the Headteacher in identifying any staff training needs and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

##### **Definitions of discrimination (adapted from the Equalities Act 2010)**

**Unlawful discrimination** is when a person is treated less favorably than others in comparable circumstances, because of a special characteristic such as age, disability, gender or race.

**Indirect discrimination** occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups of which the complainant is one and is placed at a disadvantage as a result.

**Victimisation** is unlawful when it is treating a person less favorably because they have taken action in respect of discrimination e.g., by bringing a complaint or giving evidence.

**Harassment** is also unlawful when there is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on the grounds of one of the relevant characteristics.

**Sexual harassment** Unwanted behavior of a sexual nature which has the purpose or effect of: violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

##### **Definition of 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, and graffiti. It may include use of technology such as mobile phones or email, instant messaging, or social networking websites.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

##### **Actions following a discriminatory incident:**

Behaviour identified as being discriminatory is logged on SIMS by staff – this includes bullying, racism, homophobia, sexism, ableism, or other behaviour deemed as highlighting students due to protected characteristics. We will ensure that all stakeholders will be made aware that this behaviour is not tolerated within our community.

Investigations on the first occurrence will have the following process:

- i) Sanction with corresponding appropriate intervention/education
- ii) Making it right

### iii) Letter sent home

A repeated offence will lead to an escalation of sanctions e.g. detentions, internal or external withdrawals.

If there are further incidents then the school may seek further support from PCSOs and an external network of professionals.

As part of the behavior system, we will have a list of unacceptable terminology that will be reviewed alongside this policy; this will be updated annually. We will support the education of students around this policy through the pastoral curriculum and PSHCE. (Appendix 1 – *this will be generated as part of the action plan 2023-2024*)

Staff and governors will make sure that the equalities policy is applied to relevant activities. This includes analysis and decision making and they will be regularly reminded of their responsibilities under the Equality Act, for example during meetings and CPD (Continuous Professional Development) – where checklists might be used to apply the equalities policy (Appendix 1). Where this has been discussed during a meeting it is recorded in the Minutes.

New staff receive training on the Equality Act as part of their induction and will be monitored as part of the new staff checklist. All staff receive refresher training every year; this will include familiarizing staff with the equalities policy and CPD on unconscious bias.

The school has a designated member of staff for monitoring equality issues and an equality link governor. They regularly liaise regarding issues and make senior leaders and governors aware of these as appropriate

## **5. Advancing equality of opportunity**

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

- Removing or minimizing disadvantages suffered by people who are connected to a particular characteristic (e.g. pupils with disabilities or gay pupils who are being subjected to homophobic bullying)
- Ensure that student groupings reflect the diversity of the year group and school. (Waingels Grouping Intent Appendix- 3)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. adopting the halo code in the uniform policy – Appendix 4)
- 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 societies and engage with the Personal Development program and challenges)
- Gender neutral school uniform (Physical Education kit and blazers)
- Waingels will write and use an agreed list of acceptable terminology to be used within the school community and shared with the wider community [Appendix 1]

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing where possible on our tracking systems
- To ensure that CATS data is reviewed by Ethnicity

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Develop system for logging incidents on SIMS with appropriate coding supported with a folder maintained in Reflect along with ½ termly reports to monitor mis-demeanors.
- Make evidence available identifying improvements for specific groups (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 students

## **6. Fostering Good relations**

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 RE, citizenship and PSHE (personal, social, health and economic) 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 to deal with relevant issues. Students 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 organizing 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 parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Impacts on any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all genders

The school keeps an Equality Impact Log which has a summary of the key groups of students who are involved in school trips and activities. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the EVC and is stored electronically with the completed risk assessment.

## 8. Implementation

### Whole school

- Ensure that we comply with all relevant legislation.
- Communicate our commitment to equality and diversity to all members of the school community.
- Inform all staff, students, and governors of their responsibility in promoting and maintaining equality.
- Monitor progress and achievement data by race, gender and disability.

### Curriculum

- The school aims to have a model which embeds equality and diversity in the curriculum by the creating of learning, teaching and assessment environments and experiences that proactively eliminate discrimination, promote equality of opportunity, and foster good relations in a manner that values, preserves and responds to diversity.
- When decisions are made about curriculum, Heads of Subject will be asked how the equality policy has been applied and justify choices, with a tilt towards decolonizing the curriculum and representing people with protected characteristics
- Departments will present opportunities for promoting cultural diversity within subjects, sharing good practice and celebrating diversity

### Supporting information

- Staff will be informed at the beginning and throughout the year of the individual needs of particular students and will be able to access information through the SEND (Special Education Needs and Disabilities) register.
- We will ensure through the Accessibility Plan that the school is a welcoming and accessible environment for all.

### Extra-curricular activities

- The school will endeavor to provide a range of activities to apply the interests of all students.
- Extra-curricular activities will not discriminate against groups of students and will be accessible to all students.

### Employment

- The school will comply with the law regarding equal opportunities and employment
- Advertising will state that we are an equal opportunities employer and will appoint the best candidate for the job.

## 9. Equality objectives

- To embed a culture of racial equity and a celebration of diversity.
- To carry out a review of texts and ensure that the text we use support the aims of the equality policy and promote inclusion and diversity.
- To embed an ethos which does not tolerate sexual harassment and the use of derogatory terminology with a behaviour system that gives all staff a framework to consistently challenge all discriminatory language and behaviour.
- To ensure that disability and neurodiversity are represented in our curriculum, pastoral curriculum and cultural celebrations



- To explore Equity Allies as a way of supporting students with specific protected characteristics e.g. BAME and LGBTQ+
- To ensure we have processes in place for effective communication with all stakeholders when an incident of discrimination has taken place for example - victim, perpetrator, parents' teachers etc. where feasible and applicable.

## 10. Monitoring arrangements

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

- Feedback from parents' evenings, parent forum meetings
- input from staff surveys or through staff meetings/INSET
- feedback from the LGBTQ+, school council, Student voice
- discussion at the Equality group involving students, parents and staff
- feedback at Governing Body meetings and from the link governor
- Student voice meetings

The Waingels Governing board will update the equality information we publish, [described in sections 9-10 above], at least every year.

This document will be reviewed by the Governing board at least every 4 years.

This document will be approved by Waingels governing board.

## 11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behavior policy
- Safeguarding policy
- Employment/recruitment policy
- Anti-bullying policy
- Risk assessment
- RSE (Relationships and Sex Education) policy
- Curriculum
- Teaching and Learning policy

**Policy Author**

Laura Chislett

**Agreed at:**

## Appendix 1

Terminology of language – will be completed 2023-2024

This is an ongoing piece of work

## Appendix 2 – Equalities Checklist for policy

At Waingels staff and governors will make sure that the equalities policy is applied to all policies. This checklist is used to ensure that we have fairly applied the equalities policy in the writing and ratification of this policy.

Policy:

Author:

Date:

Reviewer:

### Policy checklist

Protected characteristics as outlined in 2010 Equalities Act

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

Does the policy have any positive or negative implications for people with protected characteristics?

Yes/ No

Comment:

Are there any inequality implications of this policy?

- 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

Yes/No

Comment:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

## **Appendix 3 - Waingels Grouping Intent Statement**

Waingels is committed to ensuring that student groupings and the make-up of classes reflects the diversity of the year group and the school. However, additional consideration will be given to ensure that students learning, and progress is not negatively affected by any grouping decision. We are mindful that for option subjects this may not be always possible, as we are led predominantly by student choice, however we are committed to reviewing all classes for equality and diversity.

We treat all our students as individuals, and we always endeavor to act in the best interests of our students.

### **Grouping: Guidance for Curriculum Teams**

Waingels groups students depending on the year group and subject details of this can be found in our Curriculum Policy.

The decision to teach in groups set by current ability must ensure that there is a clear rationale for this decision based on progress, current attainment, potential attainment and equality. Each year group should be considered as a separate cohort of students, and though considering the whole picture, decisions should be made considering the range of current and potential abilities, the balance of gender, ethnicity, disadvantaged, SEND and LAC (Looked After Children) pupils.

Student data which is used to inform setting decisions must be robust and scrutinized. Decisions will not be made following a single assessment or data point. Instead, full use will be made of all available data including, but not limited to; KS2 (Key Stage 2) Attainment and Targets, Reading and Spelling Scores, National Testing Results, Progress from regular assessment, Reporting, and other Internal Target Grades.

We hold the firm view that behavior and / or attitude will not determine the set in which a student is taught. This process will also consider the combination of students within a year group for pastoral and / or behavior factors and will consider any safeguarding requirements.

### **Allocation of Teachers**

Waingels is committed to ensure that it places the most suitable member of staff with any class to support students in engaging with learning and making good or better progress. Consideration will also be given to ensure staff well-being is considered when allocating teaching classes and load.

### **Changes to Groups and Classes**

Waingels is committed to limiting student movement between classes and will only do so following a process of consideration and review. This will be predominantly based on a decision to support a student in their learning, or in consideration of a student's or staff's well-being.

When a curriculum area or pastoral team member identify a student who they believe needs to be considered for a group or class change they must.

- Consult with the student concerned and their parents / carers to ensure they are fully informed of this process of group or class change.
- Have considered all other options of support, intervention, and inclusion.
- Have considered the impact on others, both students and staff, of the proposed move.

Following the decision to move a student to a different group or class it is the responsibility of the Curriculum Leader or Head of Year to contact parents / carers of the student to inform them of the change and when this would be effective from. This must also be communicated with relevant; curriculum staff, pastoral staff, intervention and inclusion staff and the SENDCO.

#### **Appendix 4 - <https://halocollective.co.uk/halo-school/>**

##### **The Halo Code For Schools**

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

