

WOODHOUSE ACADEMY

EQUALITY POLICY

Reviewed: Spring 2023
Review date: Spring 2025

1. Overview

1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and where there is mutual respect for other people and the environment. We are committed to promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing pupils for life in diverse 21st Century Britain. We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children. We recognise and pay attention to the different groups of learners within our school:

- Males and females
- Learners with different sexual orientations and gender identities (including LGBT)
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with a disability
- Gifted and Talented learners
- Learners who are at risk of disaffection or exclusion.

This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. Objectives

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all we do.

2.6 To ensure that pupils and parents are fully involved in the provision made by the school.

2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

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2.8 To develop professional practice that is consistently good or better that promotes good progress and outcomes for **ALL** children.

3. Principles and Values

3.1 We are fully committed to equality of education and opportunity for staff, families and children and all those receiving services from us. We oppose all forms of unlawful or unfair discrimination including those on the grounds of: age, caring responsibilities, colour, disability including physical, sensory impairment, learning disability, ethnic or national origin, gender, HIV status, marital status, nationality (including citizenship), race, refugees, religion, seeking asylum, sex, sexuality, trade union membership, or working part-time.

3.2 We aim to provide our pupils with firm foundations that will enable them to fulfil their potential. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

3.3 We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Therefore:

- We will not tolerate discriminatory behaviour such as name calling, stereotyping, insulting remarks, offensive graffiti, undue pressure on individuals and bullying. We will not use literature that is biased and/or dependent upon stereotypes, nor will we allow the distribution of discriminatory literature or pamphlets or permit the wearing of offensive symbols
- We will take immediate and positive action against any discriminatory or prejudicial behaviours or offences whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to discrimination and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and school behaviour policy, but having in mind a positive outcome.
- We understand that Equality involves various things in our practices and provision including recognising that people are different and that these differences must be equally valued and respected.
- We understand the need to provide positive educational experiences and support to teach about equality and diversity and promote positive social attitudes and respect for all through various mediums in the school (assemblies, PHSE, form and circle time, restorative payback sessions, peer mentor support, literature used in lessons, library reading books, visitors in etc).
- We will pursue our equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

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4. Promoting Equality

4.1 The overall objective of this Equality Policy is to provide a framework for our school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

4.2 Our school is committed to ensuring that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Woodhouse Academy is committed to ensuring this in terms of all protected characteristics identified within the Equality Act (2010) - sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. *(N/B Age is a protected characteristic within the Equality Act (2010), but not in relation to pupils of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age).* In addition, as part of good practice, Woodhouse Academy also include other characteristics e.g. ethnic or national origin, language, marital or civil partnership status, responsibility for a child.

5. Community Cohesion

Woodhouse Academy is committed to continuing work on community cohesion by:

- promoting understanding and engagement between schools (through liaison, transition, leadership roles, middle to high school visits)
- encouraging all children and families to feel part of the wider community
- understanding and responding to the needs and hopes of all our communities
- tackling discrimination
- increasing life opportunities for all
- ensuring learning, teaching and the curriculum explores and addresses issues of diversity

6. Good Practice

6.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

6.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

6.3 We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

6.4 We consider it prudent and sensible to maintain the practice of logging discriminatory incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. racist or homophobic bullying. We also monitor and log bullying incidents.

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7. Strategies

- 7.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- 7.2 Parents and governors will be involved and consulted about the provision being offered by the school.
- 7.3 Teachers will ensure that the teaching and learning takes account of this policy.
- 7.4 The diversity within our school and the wider community will be viewed positively by all.
- 7.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- 7.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- 7.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- 7.8 The positive achievements of all pupils will be celebrated and recognised.
- 7.9 Any discrimination reported will be dealt with swiftly by leaders in the school.
- 7.9 This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.
- 7.10 The headteacher is responsible for ensuring staff, pupils, parents and governors know about the policy and that making sure the procedures are followed.

8. Outcomes

- 8.1 This policy will play an important part in the educational development of individual pupils.
- 8.2 It will ensure that all pupils are treated equally and as favourably as others.
- 8.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- 8.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

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Roles and Responsibilities at Woodhouse Academy

School governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents and carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- keeping equality and diversity issues on the school 'agenda' (discussion times, speaking to peer mentors and staff etc) and expecting the policy procedures to be executed fairly and appropriately to support all students

Parents/Carers are responsible for:

- being aware of equality and diversity issues and supporting the school with this
- alerting the school to any incidents deemed discriminatory
- considering equality and diversity issues and understanding that the policy underpins everything that the school does in the local community

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Monitoring, Reviewing and Assessing Impact

This Equality Policy is supported by objectives identified on the School Development Plan; these are actioned by the individuals identified, monitored by the SLT and reported on termly by the Headteacher through the Headteacher's Report to Governors

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Objectives/Action Plan

Objective	Action and Intended Impact	Person Responsible
<p>Ensure the school's approach to diversity and inclusion in the curriculum supports all</p>	<ul style="list-style-type: none"> • Review the curriculum regularly to ensure access to a range of resources cover diverse contexts • Audit books in the library regularly to enable access to a wide range of texts covering race, religion, culture and gender • Ensure reading schemes or materials, either in shared reading time (either pupils or teachers) or in class, allow students to be exposed to a wide range of social contexts and are at varying ability levels to support all • Ensure all disadvantaged students are identified on class lists, scaffolding is seen in place, key workers are used effectively and teachers have high expectations for all students • Ensure intervention (outside the class) is swift, liaising with HOE, HOM and reading co-ordinator to provide the best opportunities for all students • Review the PSHE curriculum (with the high school as well) to make sure diversity and belonging is covered thoroughly • Update training for staff as needed to maintain a culture of acceptance, knowledge and understanding • Identify gaps between girls and boys to ensure appropriate strategies are put into place to support as necessary • Support EAL students who may join the school with limited language skills (action plan prior to joining, speaking to parents and previous school, ipad and translation programme, buddy system in place) • Ensure transition processes are secure between schools to support additional need 	<p>AP</p> <p>Librarian</p> <p>All staff</p> <p>All staff</p> <p>DP, SENDCO</p> <p>RB SLT</p> <p>AP AP/KS leads</p> <p>KS leads</p>
<p>Ensure the personal development programme in school recognises diversity and need</p>	<ul style="list-style-type: none"> • Create opportunities, through extra-curricular, clubs, PP meetings, key worker meetings, one-to-one support or community projects allows all students to experience life beyond the classroom • Support clubs (gender, religion) run for/by students are support as needed • Visitors in school and external agencies support students who may struggle (Autism Outreach, Tourettes' Action, Dyslexia Training etc.) • Provide regular information for staff relating to students who may struggle, have additional need (cultural, gender, socio-economic) and put strategies into place 	<p>DP/SLT</p> <p>All staff</p> <p>Leadership</p>

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Promote mental health awareness	<ul style="list-style-type: none"> • Continue with the Trailblazer programme and having the MHST on site every week • Ensure all staff are trained to recognise possible signals and how to refer to either SLT, the pastoral team or outside agencies • Develop the two pastoral officers and pastoral support worker in school to enable students who struggle with full access to support • Signpost parents and students (on our social media, newsletter, tab on website, posters around school, assemblies, messages home, Family First support, inclusion hub support etc) • Ensure transition processes are secure between schools to support additional need 	DP DP SLT Marketing Assistant /leadership KS Leads
Ensure the environment supports students	<ul style="list-style-type: none"> • Ensure the disability and accessibility plan is updated and reviewed regularly to make certain all students are able to access lessons • Review health and safety in school to support necessary changes (changing room facilities, toilet facilities, access to social areas etc.) • Ensure transition processes are secure between schools to support additional need 	SLT BM KS Leads
Continue to monitor policies and training	<ul style="list-style-type: none"> • Ensure governors are fully supportive and aware of policy, planning and procedure in school that supports all stakeholders and that the school is complying with current legislation • Ensure the Equity and Diversity policy is revisited termly against objectives and reviewed by governors bi-annually 	BM/SLT SLT