

William Ellis School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

### **1. Corporate Equalities Policy**

William Ellis School values diversity and seeks to give everyone in the school an equal chance to learn, work and live, free from the action, or fear, of racism, sexism, disability discrimination, homophobia or prejudice based on social background. Through our Equality Policy we will work together for a community that is just and fair for all people who work at or visit William Ellis School.

We commit ourselves, collectively and individually to:

- encourage respect for all individuals
- question stereotypes, whenever they are found
- promote positive images of all cultures, genders and abilities
- challenge any language or action that is prejudicial or causes others to fear prejudice, or incites others in prejudice
- ensure that all within the school community have equality of opportunity in the life and work of the school and actively promote community cohesion
- ensure that all pupils are entitled to the best possible education
- ensure that all members of the school are entitled to feel safe
- ensure that we have the highest expectation of all pupils
- work together to remove ignorance and misunderstanding, through the curriculum, and all other activities which are part of this statement of vision and intent

### **2. The approach - the purpose of the policy**

This policy sets out our school's expectations with regard to equal opportunities. The policy is intended to be a practical working document that instructs and advises all members of the WES community of their rights and responsibilities within the area of equal opportunities.

We believe that the prime motivation of the Equality Policy should be to develop structures and attitudes which enable pupils, teachers and support staff to 'achieve their very best'.

We recognise that certain groups of pupils face social inequities and may therefore experience educational disadvantages in our school as a result of social class, ethnicity, gender, special needs and/or sexual orientation.

We further recognise that to promote equality of outcome, pupils will not always be treated in a uniform way. Work may be planned, classes managed and resources allocated in accordance with individual and group needs.

This policy is far reaching: it both informs and is informed by all other policies and therefore has a central role within the life of the school. In its formation it has relied heavily on existing good practice within the school.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

Our approach to equality is based on the following 7 key principles

## WILLIAM ELLIS SCHOOL

- 1. All learners are 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 and whatever their sexual orientation.
- 2. We recognize, respect and value difference and understand that diversity is a strength.**  
We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our pupils.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### 3. The Equality Act 2010

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

**Two “specific duties”**

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6<sup>th</sup> 2012

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2. Publish Equality objectives at least every 4 years which are specific and measureable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school's Equality Objectives for 2012-2014 in an Equality Action Plan

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this is found in our recruitment policy.

## **4. Context of the school**

Currently under revision

## **5. Meeting student needs**

### **A school needs**

- a clear and detailed understanding of the profile of its students, e.g. economic circumstances, ethnic background, bilingualism, gender and special needs of its students.
- reliable data to inform about the prior attainment of all its pupils in order to address need and to monitor:
  - the progress of individuals across equality groups and the value added by the school as measured by Raise on line and Fisher Family Trust.
  - to expose any systematic under-achievement of particular pupils or groups of pupils which will inform positive action. This includes monitoring of attendance, exclusion, access to curriculum, racist incidents / bullying
- a systematic approach to classroom teaching via schemes of work which indicate an inclusive view of education by presenting:
  - differentiated activities which provide access, challenge and a critical view
  - a multi-cultural, multi-faith perspective, where appropriate
- a welcoming, inclusive environment in which student diversity is celebrated through high quality displays and amenities.
- knowledge of the student experiences outside normal classroom lessons, to include access to, and take up of extra-curricular activities, as well as assemblies, school councils, etc.
- effective systems related to behaviour management which are perceived to be fair and workable by the whole school community, and systems which include monitoring procedures on rewards, exclusions and incidents of harassment.

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- to be certain that all arrangements for allocating pupils to teaching groups either by subject availability or ability or both, are closely monitored for any unintended disadvantages to particular group of students.
- to ensure that careers education, work experience and advice and course choices are planned and presented in such a way that existing traditional stereotypes are challenged and those pupils are enabled to make choices according to individual strengths and interests.
- to be informed about the destinations of its pupils in order to know whether choices are being made according to interest and aptitude rather than stereotypical assumptions.

### **6. What we are doing to eliminate discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

#### **Behaviour, Exclusions and Attendance**

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

#### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

*There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.*

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We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

### **7. What we are doing to advance equality of opportunity between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage:

- White British FSM and non-FSM
- Bangladeshi
- Black African
- Congolese
- Somali
- Black Caribbean
- Free School Meals
- EAL
- All SEN
- SEN School Action and SEN statement
- SEN statements
- Looked after Children
- Known GRT
- Refugee

We also collect, analyse and use data in relation to attendance and exclusions of different groups

This data can be found in the Equality Data Analysis on the school's website. We also provide paper copies in the school office.

We are aware that the legislation relates mainly to current but also to future pupils

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We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils

We provide support to pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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 may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

*We are also implementing an Accessibility Plan 2011-14 designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.*

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## **8. What we are doing to foster good relations**

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Deaf Awareness week

We include Equalities matters in our Newsletters to parents and Carers

## 9. Other ways we address equality issues

- We maintain records of all training relating the Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHEE lessons, *whole school surveys on pupils' attitudes to self and school*
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings *and from the governing body's working groups*

## 10. Equal Opportunities for School Staff

This section deals with aspects of equal opportunities relating to staff.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

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

### Staff Development

As part of the Staff Induction programme, staff joining the school will be made aware of their responsibilities for implementing equal opportunities.

All staff have an entitlement to professional development. The *Leadership Group person* with the specific responsibility will ensure that:

- individual training needs are catered for as well as institutional needs
- the training budget is fairly distributed amongst all individuals and groups within the school.

## 11. Consultation

This policy was developed by the Equality Working Group in consultation with pupils, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## 12. Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for are:

1. Close the achievement gap between identified pupil groups and other pupils in mathematics and English at GCSE
2. Increase the participation of identified pupil groups in school activities
3. Increase the opportunities for student leadership for all identified pupil groups, encouraging greater responsibility and resulting in a reduction in poor behaviour

*We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan.*

### Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## 4. Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### Governing body

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. *A member of the governing body has a watching brief regarding the implementation of this policy.*

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel

issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

### **Headteacher and Leadership team**

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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

### **Teaching and Support Staff**

All members of staff have a part to play in the implementation, monitoring, evaluation and development of this policy.

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

## **5. Dealing with abusive incidents**

Harassment on account of ability, gender, race, religion, sexuality or social background are unjust and totally unacceptable. These may come in several different forms, ranging from simple thoughtless remarks, through deliberately offensive abuse, to violent attack and the distribution of offensive literature. It is essential for all members of the school to take a firm stand against the racial activities identified. The form tutor and PTL must be kept informed of any incidents, even if the member of staff is dealing with them him/her self. The suggested responses detailed below will be kept under review by all staff.

- All incidents (including remarks and abuse) should be responded to immediately in the most appropriate way, and reported to the form tutor.
- Verbal abuse should be dealt with by the teacher concerned. The offensive nature of the comments should be explained to the student.

- Pupils who produce repeated abuse should be seen by the PTL and a letter sent home to parents with appropriate follow up action.
- Persistent or vicious verbal abuse, incidents involving violence, production of racist graffiti or distribution of offensive literature should involve the Headmaster or Deputies and appropriate sanctions should be used.

## 6. Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Key contacts

Staff responsible for equalities \_\_\_\_\_

Lead governor \_\_\_\_\_

## 7. Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- in the staff handbook
- on display for visitors, including parents and carers
- in an annual Equality Bulletin to parents
- as part of induction for new staff
- as a summary in the school brochure

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Chair of Governors

Signed: Governor with responsibility for Inclusion or Equality

Signed: Headteacher

**Date:**

**APPENDIX ONE****Check list for school staff and governors**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves Procedures for the election of parent governors are open to candidates and voters who are disabled

