

**Wood End First School**



**Equality Information and Objectives**

Single Equality Scheme 2015–2019

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# Equality Information and Objectives

Wood End First School Single Equality Scheme 2015–2019

## 1. Policy Statement

At Wood End First School we strive to ‘provide a caring environment where *every* child matters.’

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, faith or religion, socio-economic background, and pregnancy and maternity. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Wood End School we are proud of our diverse population and we believe that diversity is a strength, which should be respected and celebrated by pupils, staff, parents, Governors and visitors.

## 2. School Context

- Number of pupils on roll at the school: **85**

Wood End is situated in the northern part of Milton Keynes and mainly serves Stantonbury estate. This school is part of a diverse community with 40% of the children coming from socio-economically deprived families. Over the years, the population the school serves is continually changing. Our intake is composed of a wide socio-economic and multi-cultural mix.

- % of pupils who have SEN: 17%
- % of pupils who are from minority ethnic groups: 41%
- % of pupils who speak English as an additional language: 28%

We also have staff and parents who have additional needs and disabilities that we always consider.

Languages represented (there are 12 in total):

Polish	Arabic	Somali
Lithuanian	Punjabi	Swahili
Italian	Tamil	Mandinka
French	Urdu	Twi

## 3. Mainstreaming equality into policy and practice

Wood End operates equality of opportunity in its day-to-day practice in the following ways:

### **Teaching and Learning:**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and vulnerable groups and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents and carers in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and Exclusions:**

The Local Authority are responsible for our admissions arrangements, which are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any discrimination.

### **Equal Opportunities for 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. However, we also ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer Duties:**

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

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Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all.

#### 4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act 2000, Disability Equality Duty 2005 and Equality Act 2010.

The action plan at the end of this Equality Scheme outlines the actions Wood End will take to meet the general duties detailed below.

##### 4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000 and the Equality Act 2010. This section should be read in conjunction with our guidelines for dealing with and reporting prejudice-based incidents and hate crimes in schools. This policy gives very clear guidance on the reporting and recording of such incidents.

Wood End at all times has due regard to:

- Eliminating racial discrimination.
- Promoting equality of opportunity.
- Promoting good relations between people of different racial groups.
- Assessing the impact of our policies, including this scheme, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils.
- Monitoring the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

##### **Reporting Incidents:**

All incidents and hate crimes should be recorded and the school will record any incidents with appropriate details. Completed forms will be held centrally in the office and termly reports will be sent to MK Council on the nature and frequency of incidents.

The Headteacher should consider whether it is important that

- the number of incidents, especially a null result, reflect the nature of the community relations in the school;
- if there is any trend in the nature of prejudice-based incidents and hate crime, i.e. are incidents predominantly homophobic or racial;
- statistics provide evidence that policies and practices are working by the scale and number of incidents, and by the prevalence of repeat incidents;
- they can be confident that pupils feel at ease to report incidents.

The findings will inform the school improvement plan and influence classroom practice. Behaviour that can be seen as possibly reflecting community tension within the school as a whole should be monitored, e.g. where small groups of pupils form isolated groups within the classroom or playground. Wood End will continue to develop healthy relationships with its local community, as we need to be aware of community issues to ensure that all our children reach their full potential and barriers to learning are removed.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy.

##### **Definition of Disability:**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial.
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions).
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

##### **Legal Duties:**

The Disability Discrimination Act (DDA) 2005 and Equality Act 2010 place a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty, we will:

- Prepare and publish an Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every four years.

#### **4c. Gender Equality**

The Gender Equality Duty 2006 and Equality Act 2010 place a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty, we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

Under our specific duty, we will:

- Prepare and publish an Equality Scheme identifying our gender equality goals and actions to meet them.
- Review and revise this Scheme every four years.

#### **4d. Sexual Orientation, Religion and Beliefs**

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion and beliefs, and sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation, religion or beliefs. For schools, this means admissions, benefits and services for pupils and treatment of pupils, staff and parents.

#### **4e. Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007 and is echoed in the Equality Act 2010.

#### **5. Consultation and Involvement**

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

- Feedback from the annual Parent Questionnaire, structured conversations and Parents' Evenings.
- Input from staff meetings.
- Feedback from the School Council and PHSE lessons.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, Provision Maps, mentoring and support.
- Feedback at Governing Body meetings.

#### **6. Roles and Responsibilities**

##### **The Governing Body:**

- Sets out its commitment to equal opportunities in this Scheme and it will continue to do all it can to ensure that the school is fully inclusive to pupils, parents and staff.
- Ensures that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law.
- Makes sure that the Single Equality Scheme and its related procedures and strategies are implemented.

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- Elects a Governor who has lead responsibility for the Single Equality Scheme and who will receive appropriate training.
  - Supports the Headteacher in consultations with all stakeholders and in implementing any actions necessary.
  - Evaluates and reviews the equality objectives at least every four years.

**The Headteacher:**

- Works with the Governing Body to ensure that the Scheme and its related procedures and strategies are implemented effectively.
- Ensures that all stakeholders, including staff, are aware of their responsibilities under the Scheme and are given appropriate training and support so that they can fulfil their responsibilities.
- Monitors progress within the Single Equality Scheme and provides reports to the Governing Body.
- Manages any day-to-day issues arising from the Single Equality Scheme, whether for pupils or for the school as an employer.
- Takes appropriate action with staff or pupils who discriminate.

**All Staff:**

- Are aware of the Single Equality Scheme, actively support it and ensure that any training requirements are reported to the Headteacher.
- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping, as well as being aware of procedures to record.
- Ensure that activities and personal behaviour do not discriminate on any grounds.
- Keep up to date with equalities legislation by attending training and information events organised by the school or local authority.

**Teaching Staff:**

- Ensure that pupils from all groups have full access to the curriculum.
- Promote equality and diversity through teaching and through encouraging community cohesion.

**Pupils:**

- Are aware of and act in accordance with the Single Equality Scheme.
- Understand the importance of reporting prejudice-based incidents.

**Parents and Carers should:**

- Have access to the Scheme.
- Be encouraged to support the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.

**Visitors and Contractors:**

- Will ensure they are aware of and comply with Wood End's Single Equality Scheme.

**7. Publication**

In order to meet the statutory requirements to publish an Equality Scheme we will:

- Publish our Single Equality Scheme on the school website [www.woodend.org.uk](http://www.woodend.org.uk)
- Raise awareness of the Scheme through the school newsletter, assemblies, staff meetings and other communications.
- Make sure hard copies are available upon request.

#### 8. Review of Progress and Impact

In line with legislative requirements, the Governing Body will review progress against our Equality Scheme annually and review and agree the entire Scheme and accompanying Action Plan on a four year cycle.

Each term teachers meet the Senior Leadership Team for a Pupil Progress meeting where all children's progress and attainment are discussed and additional support and/or interventions are agreed.

This data is also shared with Teaching Assistants at weekly and termly meetings. The whole staff meet termly to discuss and evaluate interventions and measure their impact.

Each term Governors receive a progress and attainment report that is discussed. This data enables the Governors to monitor the achievement of vulnerable groups. This enables Governors and school staff to have good knowledge of the strengths and weaknesses of achievement and can therefore make accurate judgements about how good achievement is.

Approved by Governors on: \_\_\_\_\_ (date)

Signed: \_\_\_\_\_ (Headteacher)

Signed: \_\_\_\_\_ (Chair of Governors)



## Equality Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early Success Indicators
All	<b>Publish and promote the Equality Action Plan</b> through the school website, newsletter, staff meetings and parent questionnaire.	Are parents and staff members aware of the Equality Action Plan?	Headteacher	Autumn Term	All staff are familiar with the principles of the Equality Action Plan and use them when planning lessons, creating classroom displays and in their day-to-day conduct. Parents are aware of the Equality Action Plan.
All	<b>Monitor and analyse pupil achievement</b> by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Monitoring achievement and progress across all groups including race, gender, disability and vulnerability. Monitoring teachers' planning to ensure it reflects children who require additional support. Monitoring the gap between the achievement of low-income pupils and non-low-income pupils. Monitor additional support for children who are under-achieving and the more able.	Headteacher, Teachers, SLT	Termly	Analysis of assessment data shows that the gap is narrowing for vulnerable groups. All children make good progress across the key stage.
All	Provide additional support and information for those parents who have disabilities or special educational needs or support in child care.	Ensure that verbal messages are given to parents who find reading difficult. Talk to parents who are part of the Achievement for All programme – do they feel well-supported by receiving extra progress information and structured conversations? Ensure that allowances are made when talking with parents who have mental health needs.	Teachers	Ongoing	AFA group are making good progress. Positive comments from parents in questionnaires and discussions.
All	Increase the level of pupil voice by ensuring pupils are consulted about their experiences in school so that inequalities, racism, bullying, etc can be addressed	Ensure that all pupils are given opportunities to talk confidentially to staff. Ensure that all children are given an opportunity to comment in circle times and through their school council reps. Ensure that school council reps fairly represent the school pupil population.	Teachers T.S.	Ongoing	Daily circle times, regular school council meetings. Log of school council members and minutes of meetings.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early Success Indicators
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Ensure that assemblies and curriculum planning promote the school's diversity in terms of race, gender and disability. Ensure the curriculum and activities appeal to boys and girls.	Teachers, SLT	Ongoing	Planning reflects diversity of children within the school including special days and weeks; Black History Month, female role models, Language of the Term
All	Ensure that the learning environment promotes diversity in terms of race, gender and ethnicity.	Ensure that displays in classroom and corridors reflect the make-up of the school. Ensure that the people studied (e.g. historians, scientists, authors) reflect a cross-section of society.	Teachers, SLT	Ongoing	School displays reflect diversity (photographic evidence). People studied reflect diversity (see curriculum).
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, e.g. through involvement in the school council and after-school clubs, sporting teams and activities.	Ensure the school council and after-school club membership reflect the diversity of the school. Ensure that children from vulnerable groups are encouraged to attend.	Members of staff leading school council and clubs	Termly	Membership of school council and after-school clubs is diverse.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the policy. Report the figures to the Governing Body and Local Authority on a yearly basis.	Monitor the data – does it highlight any patterns of behaviour by individuals or groups? Identify perpetrators – are pupils and parents satisfied with the response?	Headteacher and Governing Body	Termly	Teaching staff are aware of the policy to report and record.
Disability Equality Duty	Ensure easy access to all parts of the school for disabled pupils and visitors to the school including teaching spaces, the playground and toilets.	Ensure all disabled pupils and visitors can access all areas of the school. Ensure that disabled children can take part in all aspects of the curriculum, including visits and PE. Provide additional support to SEN children when moving to their next school.	Headteacher, Teachers, Caretaker, Governors	Ongoing review and monitoring	The health and safety walk to include accessibility for disabled pupils and visitors. Support transition from pre-schools and to junior school.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities, e.g. Diwali, Eid, Christmas, Language of the Term.	Ensure RE lessons and assemblies reflect cultural events from different communities.	Headteacher, Teachers	Annually	Increased awareness of different communities is shown.
	Ensure that the staff and Governing Body reflect the diversity of the local community.	Ensure that staff and Governors reflect diversity in disability, race and gender.	SLT, Governors	Ongoing	Governors and staff have a diversity of members.