



# Single Equality Plan 2017 – 2020

**This policy is applicable to:** the Wolds Learning Partnership (WLP)

## Version 1.0

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<b>Name of Responsible Committee/Individual:</b>	LGB & Board of Trustees
<b>Implementation Date:</b>	May 2017
<b>Review Date:</b>	May 2020
<b>Target Audience:</b>	Staff, Parents, Pupils/Students
<b>Reference Documents:</b>	



## Mission Statement and Ethos

*The Wolds Learning Partnership (WLP) is a family of schools, a positive, warm and welcoming Trust where pupils and students aim to do their very best and take pride in their achievements. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.*

*We believe we provide a unique education for our young people. As a Trust at the heart of the community it serves, we work in partnership to ensure our children not only receive a broad and balanced education, but also have the opportunity to enjoy the Yorkshire Wolds and make a wider contribution to the area in which they live.*

The WLP is dedicated to ensuring that all members of each school's community and the wider community are treated equally, fairly, and with respect by the schools and by each other. This applies to the WLP as a place of education, a business, and an employer. Prejudice, discrimination and victimisation are not tolerated, and we work hard to instil in our pupils/students a strong understanding of right and wrong, including the importance of inclusion, acceptance and compassion towards others. The WLP's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress and needs of all the children in our care. This plan sets out how the WLP will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created in line with the Equality Act 2010 and is the foundation of all the WLP's other policies – particularly the **special educational needs policy, admissions policy, anti-bullying policy** and the **behaviour policy and guidelines**. These policies can be found on the school's intranet and on the website. Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the WLP and how we can best deal with these. This policy will be reviewed annually, or whenever there is an update or change to legislation on age, sexual orientation, religion and belief or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

## Roles and responsibilities

### The Governing Body and Trustees will:

- Approve this policy with the help of the Headteacher and ensure that it is adopted correctly throughout the WLP.
- Ensure the schools within the WLP comply with all equality legislation.
- Monitor and evaluate the effectiveness of the equalities plan on a regular basis and make any amendments to improve the plan when and where necessary.
- Nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes and regularly report back to the full governing body.
- Ensure that parents are informed of any incident relating to this scheme which could directly affect their child.
- Report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus and the school website.

### The Headteacher and Senior Leadership Team (SLT) will:

- Promote the single equalities plan both within the school and externally to the rest of the community.



- Ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school.
- Report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents.
- Challenge inappropriate language and behaviour.
- Tackle bias and stereotyping.
- Take appropriate action where discrimination or victimisation occurs.

#### **Teaching and support staff WILL:**

- Ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination.
- Challenge inappropriate language and behaviour.
- Tackle bias and stereotyping.
- Work to promote anti-bullying strategies as outlined in the School's **behaviour and anti-bullying policy and guidelines**.
- Show a commitment to undertake development and training within this area.
- Engage with the school in eliminating any discrimination and act as a good example to pupils.
- Promote a positive working environment.
- Report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, students, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

#### **Pupils and students at the school will:**

- Engage with the school in eliminating any discrimination.
- Promote a positive work environment and a positive attitude towards equality when both in school and off the school site.
- Report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred.
- Work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy and guidelines**.
- Set a good example regarding behaviour and social awareness to younger pupils and their peers.

#### **Parents, carers, and visitors** to the school are expected to:

- Familiarise themselves with the school's Single Equality Plan and support the scheme by promoting a positive attitude towards equality at home.
- Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.
- Respect and follow our Single Equality Plan when visiting the school.

#### **Key groups at risk**

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

#### **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.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination.



- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality.
- Assess the impact of our policies, including this plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils.
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **Disability**

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

Definition of disability:- The Disability Discrimination Act 2005 (DDA) defines a person with a disability 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'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties - The Disability Discrimination Act (DDA) 2005 placed 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 people with a disability and other people.
- Eliminating discrimination and harassment of people with a disability that is related to their disability.
- Promoting positive attitudes towards people with a disability.
- Encouraging participation in public life by people with a disability.
- Taking steps to meet people with a disability's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this scheme every three years.

### **Gender and transgender**

The Gender Equality Duty 2006 places 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 or students 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.
- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.
- Review and revise this scheme every three years.

### **Sexual orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.



The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

## **Promoting equality and social awareness in school and within the local community**

### **Community cohesion**

The school expects all of its pupils and staff to act respectfully towards members of the wider community that the school is part of.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and in the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the School's **SEN policy**.

### **Pupil and Student voice**

Through our support of pupil and student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community. The school council meet with the Headteacher on a regular basis throughout the year to have their say on the school and what they feel can or needs to be improved.

### **Recruitment**

The WLP is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. The WLP acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. More information about our recruitment procedures can be found in the WLP **recruitment policy**.

## **Staff**

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- Staffing of the school reflects the diversity of our community wherever possible.
- 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 discipline and suspension**

The Wolds Learning Partnership is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct and grievance policies**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be subject to the staff discipline policy. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Behaviour, exclusions and attendance**

The school **behaviour policy and guidance** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will take action to address any concerns that arise in this area.

Read our school **behaviour and exclusions policies and guidance** for more information on the processes surrounding these topics.

### **Teaching and Learning**

We aim to provide all our pupils and students 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 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 in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.



## **Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the Local Governing Body and/or Board of Trustees at least once per year.

### **What is 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.

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'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to pupils, students and staff how they report incidents. All staff, teaching and support, should view dealing with incidents as vital to the well-being of the whole school.

### **Monitoring and review**

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.



### **Information will be gathered through:**

- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language.
- Pupil attainment and progress data relating to different groups.
- Children's and young peoples' views, actively sought and incorporated in a way that values their contribution.
- Information about different groups access the whole curriculum and how they make choices between subject options.
- Exclusions data analysed by group.
- Records of bullying and harassment on the grounds of any equality issue.
- Data on the recruitment, development and retention of employees.

### **Outcomes**

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- Objectives and specific actions to be taken.
- Expected impact and indicators of achievement (success criteria).
- Clear timescales.
- Who has lead responsibility
- Resource implications.
- Specified dates for review.

### **Review of progress and impact**

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.