



Equality Information Objectives Policy

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Written By	Rachel Quick
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Reviewed by	tbc
Overview	Leadership and Management Committee
Review Schedule	This policy will be monitored annually and reviewed every four years . This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

Equality Information and Action Plan 2018-2022

Equality Statement: 2018-2022

At The Wherry School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At The Wherry School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the clinical support team
- Visitors to school
- Students on placement

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

Contents

1. Aims	4
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Eliminating discrimination	5
5. Advancing equality of opportunity	5
6. Fostering good relations	6
7. Equality considerations in decision-making	9
8. Equality objectives	9
9. Monitoring arrangements	14
10. Links with other policies	14

1. Aims

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

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 require 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.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The equality link governors are from the Behaviour and Care Committee. They will:

- Meet with the Principal and Senior Leadership Team regarding equality every term, and other relevant staff members, where appropriate, to discuss any issues and how these are being addressed
- Ensure they're 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 Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Identify 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.

Commissioning and Procurement

At The Wherry School we are required by law, and through our purchasing/procurement procedures set down in the Academies Financial Handbook 2017, to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection within any tendering process.

4. Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year, Summer Term.

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

- 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)

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

- Make available attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- 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 pupils

6. Fostering good relations and tackling discrimination

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 personal, social, health and economic (PSHE) 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 dealing with relevant issues. Pupils 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 organising 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

Tackling discrimination including Dealing with Racist Incidents

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 / Principal where necessary. All incidents are reported to the Principal and racist incidents are reported to the governing body and local authority on a termly basis.

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

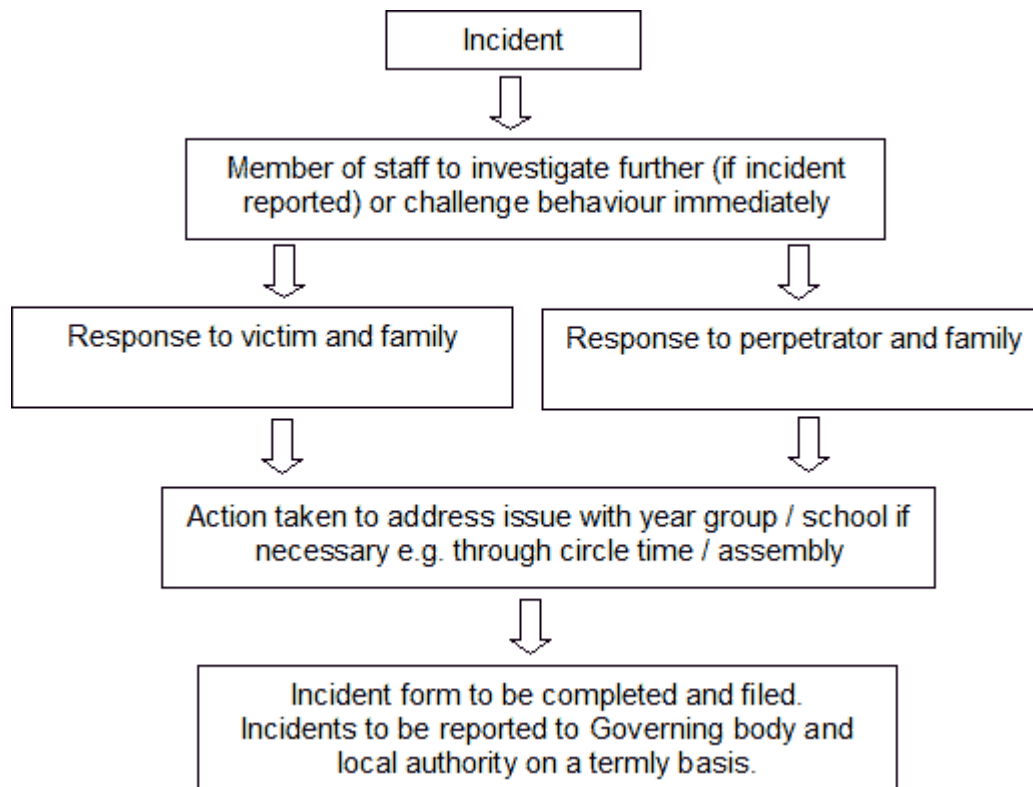
Responding to and reporting incidents

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

Our procedure for responding and reporting incidents is outlined below:

- The school procedures relating to Racist Incidents is taken from the guidance "Schools Race Equalities Policies –from Issues to Outcomes" (2004); the school ensures that any incident that staff overhear or deem to have racist overtones is discussed with the Principal. The Principal, as the staff member charged with promoting all aspects of equality, investigates the incident in accordance with the Local Authority procedures.

- All incidents are reported to the parents/carers and the school notifies both the Governing Body and the Local Authority. Information about racist incidents is recorded on the on-line racist incident reporting form and submitted to the LA, a copy is retained in school.
- NCC Children Services - Prejudice related incident report main reporting form: link via Norfolk Schools



Consultation and Involvement

We involved staff, governors and the wider school community when creating the Equalities statement and identified objectives and Action Plan. Further review takes place annually due to the changing nature of the school community through consultation with parents, community groups, specialist advisers

Groups involved with the monitoring and further development of this policy will include:

- Pupils
- Parents and Carers – particularly those children whose needs fall within the remit of this policy
- Staff – discussions with individual staff working closely with children supported by this policy
- Discussions at staff meetings
- Discussions at trustees meetings
- Discussion within the associated groups – eg with Special School Principals Group
- Annual reviews have been undertaken by specialist support advisers, including sensory support teams, occupational therapists (individual pupils) and building surveyors

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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Impact Assessment

The policies in the school are reviewed over the academic year by the Trustees and key user groups. The school needs to ensure that every aspect of its working is genuinely accessible and meets the need of the children, staff, parents, carers and local community in relation to age, disability, gender, race, religion, belief and sexual orientation.

There is an inventory of the existing policies within the school, and the school undertakes a rolling programme of review for all policies and procedures.

Our school policies:

We have used our existing school policies to inform the policy. These include:

- School Development and Improvement Plan -annual plan
- School Inclusion and SEN Policy – Information Report for Parents/Carers
- School Building Development plan – Capital Build Project 2016-17+
- Anti-bullying policy
- Positive Behaviour Policy including Positive Handling statement
- Intimate Care policy within Safeguarding Policy

8. Equality objectives

Publishing our Scheme and Action Plan

Copies of this Equalities Information and Action Plan/objectives are available via:

- Our school website
- Hard copy requested from school

Equality Area	Current Priorities	Cost/Impact and Evaluation
Priority 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability		

<p>by July, and report on this to the staffing and pay sub-committee of the governing board – Workforce Census (termly) – review for future staffing 2018 onwards and recruitment opportunities (Impact Analysis) Priority 2: Training available for all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. So that those attending have a good understanding of the legal requirements. Ensure that adverts information provided by the school are positive about support for people with disabilities (in all job adverts, application forms and information by July 2018) to help address the under-representation of people with disabilities in the school workforce.</p>		
<p><u>Race Equality</u></p> <p>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.</p> <p>The General Race Equality Duty requires us to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate racial discrimination • Promote equality of opportunity • Promote good relations between people of different racial groups <p>Community cohesion</p> <p>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.</p> <p>Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs</p>	<p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • 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 <p>The school curriculum aims to promote understanding of the wider British community and diverse communities, as well as teaching the children about the local community</p> <p>Monitoring of the curriculum by staff to ensure that misconceptions regarding Britain are minimised and removed</p> <p>Opportunities continue to be sought to promote good relations with pupils - curriculum enrichment visits to places of worship, cultural aspects within assemblies, teaching eg Judaism;</p>	

<p>and socio-economic backgrounds.</p>	<p>Develop a PSHE/Citizenship programme supports learning about difference, tolerance, understanding - ensure learning opportunities are not minimised</p> <p>Make available school brochures, school newsletters and other information for parents in alternative languages - awareness of ensuring access to all documentation - pupils and parents - review: ensure staff aware of translation services - as required</p>	
<p><u>Disability</u></p> <p>This section should be read in conjunction with the school's Special Educational Information report, Local Offer and Cluster SEND policy and Accessibility Strategy.</p> <p>Definition of disability</p> <p>The Disability Discrimination Act 2005 (DDA) 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'.</p> <p>The DDA 2005 has also extended the definition of disability as follows:</p> <ul style="list-style-type: none"> • People with HIV, multiple sclerosis and cancer 	<p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • 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 at least every three years <p>In 2016-17 The DFE/EFSA undertook an extensive building project to enhance support for ASD pupils within Norfolk and their parents, staff and volunteers including:</p> <ul style="list-style-type: none"> • Risk assessments and access arrangements for individual pupils created in conjunction with Occupational therapy teams - see individual plans <p>The school looks to apply for individual ATT grants for pupils to support access to the curriculum</p> <ul style="list-style-type: none"> • pupils with disabilities - ATT grants - 	<p>Availability of written material in alternative formats – including modified texts for KS SATS etc</p>

<p>(although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;</p> <ul style="list-style-type: none"> • 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. <p>Legal duties</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • continue to monitor these to ensure that learning support materials remain current • Support in school for ATT action plans - see action plans • continuing training plans for staff for support ATT/supporting pupils with ASD and other disabilities • School to maintain support plans and follow advice as above <p>Make available school brochures, school newsletters and other information for parents in alternative formats - awareness of ensuring access to all documentation - pupils and parents - review</p> <p>Raise the awareness of adults working at and for the school on the importance of good communications systems – supporting the high proportion of pupils with social communication disorders in Primary Years alongside ASD – undertake a communication audit, supported by the School SALT-</p> <p>Elklan/ASD communication tool (or similar) dissemination by Lead Communication Practitioners/SALT leading to improvements in school environment and increased confidence with supporting pupils with a significant communication disorder</p> <p>Use of Social Communication Tool to support pupils with significant problems with social communication and interaction – led by ASD specialist SSG</p>	
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<p>attitudes towards disabled people</p> <ul style="list-style-type: none"> • Encouraging participation in public life by disabled people • Taking steps to meet disabled people's needs, even if this requires more favourable treatment 		
<p><u>Gender Equality (transgender)</u></p> <p>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 and between women and men and transgender people.</p> <p>Under our general duty we will actively seek to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment <p>Promote equality between men and women</p> <p>Sexual Orientation</p> <p>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.</p>	<p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • 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. <p>Where specific examples of gaps between genders exist pupil progress meetings will consider:</p> <ul style="list-style-type: none"> • Curriculum plan - is the curriculum and plans supporting narrowing attainment gender gaps - school is clear about why gaps are "obvious" in certain year groups - case studies indicate reasons for uneven attainment - remove gender as issue - termly • whether choices about class placements can be made to even out uneven gender mix • utilising key support and teaching staff to support gender imbalance in teaching and learning - outcomes • Ensure pupils with identified gender 	

<p>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.</p>	<p>dysmorphia or transgender are well supported in school - support key points in school life eg transition, public meetings, sports events</p> <ul style="list-style-type: none"> transgender children/families are supported in accessing school building and environment - eg non determined toilet facilities, sports events are not gender defined Tackling stereotyping - eg boys dance, girls invasion games eg rugby, football through opportunities offered in school, including music choices, choice of coaches, teaching staff 	
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9. Monitoring arrangements

Annual Review

We will continue to review annually the Action Plan and scheme in light of the information gathered as part of the review and monitoring process which include:

- The results of information gathered about activities for race, disability and gender and how this information has been used.
- The outcome of involvement activities from minority groups/groups with protected characteristics
- A summary of impact assessments undertaken
- Successes relating to what has already been achieved over the year

The Principal, on behalf of the Trustees, will update the equality information we publish, described in sections 4-7 above, at least every year.

- This document will be reviewed by the Trustees of The Wherry School at least every 4 years.
- This document will be approved by the Behaviour and Care Committee on behalf of the Trustees of The Wherry School.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Information Report for Parents/Carers