



Title of Policy: Equality Policy

Member of leadership team with lead responsibility for oversight and update of policy	
Approved at SLT	
Approved at Governing Body	
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Contents

Legal Duties	2
Core Statements	3
Equality Objectives.....	4
Our Ethos	4
Addressing Prejudice Related Incidents.....	4
Responsibility.....	4
Breaches	6
Monitor and Review	6
Appendix 1 - Data proformas	7

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees)
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives

N.B. - We will not publish any information that can specifically identify any individual child or adult.

In order to achieve the above commitments, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

Core Statements

In fulfilling our legal obligations we will be guided by seven core statements:

- Statement 1: All learners are of equal value.
- Statement 2: We recognise, welcome and respect diversity.
- Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.
- Statement 4: We observe good equalities practice, including staff recruitment, retention and development.
- Statement 5: We aim to reduce and remove existing inequalities and barriers.

- Statement 6: We consult and involve widely.
- Statement 7: We strive to ensure that society will benefit.

Equality Objectives

1. To eliminate discrimination

To continue our focus on promoting positive outcomes for all members of our community with protected characteristics, so that they feel supported and can achieve their best.

2. To foster good relations among all members of the school community

To continue to promote positive attitudes towards a diverse community and promote greater understanding of people with protected characteristics.

3. Advance equality of opportunity - Staff employment

To expand further our understanding of the diversity of our workforce and refining our approach to responding to the needs of those with protected characteristics

Our ethos

The Wilnecote School aims to be an excellent school at the heart of the community. We motivate all of our young people to achieve more than they ever thought possible and to awaken a curiosity and passion for learning so that they can play a full part as adults in shaping the society of the future.

Our students are proud of their achievements, and are encouraged to make an active contribution to our school, the community and to society at large through a range of opportunities which develop leadership, flexibility and a strong work ethic.

Addressing prejudice-related incidents

The Wilnecote School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community. Specific responsibilities are as follows:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statements and objectives.
Headteacher	<p>As above and including:</p> <p>Promoting key messages to staff, parents and students about equality and what is expected of them and what can be expected from the school in carrying out its day to day duties.</p> <p>Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including raising student awareness.</p> <p>Ensuring that all staff are aware of their responsibility to report prejudice-related incidents.</p>
Strategic/Operational Leadership Team	<p>Supporting the Headteacher in carrying out all of the responsibilities outlined above.</p> <p>Ensuring fair treatment of all and access to services and opportunities.</p>
Teaching Staff	<p>Helping to deliver the right outcomes for students.</p> <p>Upholding the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Designing and delivering an inclusive curriculum</p> <p>Ensuring they are aware of their responsibility to report prejudice-related incidents.</p> <p>Ensuring incidents concerning students are reported and logged.</p> <p>Ensuring incidents concerning staff are reported and logged.</p>
Non-Teaching Staff	<p>Supporting the school and the Governing Body in delivering a fair and equitable service to all stakeholders.</p> <p>Upholding the commitment made by the Headteacher on</p>

	<p>how students and parents/carers can expect to be treated.</p> <p>Supporting colleagues within the school community.</p> <p>Ensuring they are aware of their responsibility to report prejudice-related incidents.</p>
Parents	<p>Taking an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these.</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Upholding the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can expect to be treated.</p> <p>Supporting the school to achieve the commitment made to tackling inequality.</p>
Local Community Members	<p>Taking an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these.</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

The Wilnecote School will ensure that the whole school community is aware of the Equality & Diversity Statement and our equality information and objectives by publishing them on our website.

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitor and Review

Every two years, we will review our objectives in relation to any changes in our school profile.

Appendix 1

Data on the School Workforce

i) Gender of the school workforce

Teachers		Support Staff	
Female		Female	
Male		Male	
Total		Total	
Total number of staff			

ii) Ethnicity of the school workforce

Ethnicity Code	Description	Number of Staff
Total		

iii) Disability Status of the school workforce

Disability	Number of Staff
Yes	
No	
Not obtained	
Total	

iv) Applications for flexible working (all staff)

Applications for flexible working	Number of staff

v) Applications for leave

Applications for leave	Number of staff
Maternity Leave	
Paternity Leave	
Shared Parental Leave	
Dependents Leave	
Special Leave	
Leave for Religious Observation	

Data on the School Student Population

i) Gender of the school's students

Age	Male	Female
Sub total		
Total		

ii) Ethnicity Group breakdown of students

Ethnicity Code	Description	Number of Students
Total		

iii) Disability status of students

Disability Code	Description	Number of Students
Total		

iv) Religion/Belief breakdown of students

Religion	Number of Students
Total	