



# Equalities Policy

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## 1. Policy Statement

Wood Green School is committed to ensuring that all people connected with the school are treated fairly regardless of gender, race, religion and disability. This includes students, staff, parents, other visitors and governors. The school will regularly review all related policies to ensure that they are not discriminatory either in intention or effect.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students or families with different religions or beliefs
- Students and others with special educational needs
- Students and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Students or staff who are pregnant or have just given birth
- People of all ages
- All people regardless of marital status
- All people regardless of financial circumstances

## 2. School's Commitment to Equalities

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 principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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.

The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## 3. The school has identified the following issues that are potential barriers to effective learning and successful working at school

1. Low self-esteem and low expectations amongst some groups
2. Not all members of our community feeling represented in decision making processes
3. Experience of bullying, harassment or social exclusion
4. Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
5. Low parental support or different parental expectations
6. Low attendance or time out of school from a lack of stability in life or frequent moves
7. Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
8. Not speaking English as a first language
9. Special Educational Needs
10. Access to the curriculum
11. Lack of physical access to school facilities or services
12. Recruitment, management and development of staff and governors

**4. The school has identified the following strategies that are specifically designed to address those issues**

<p><b>1.</b></p>	<p><b>Establishing, maintaining and developing a school culture and ethos that has high expectations for all and promotes success in all students</b></p> <p>The school celebrates diversity and equality by creating an ethos of equal opportunity for all. The uniqueness of the individual is celebrated as part of a strong community. We celebrate achievement of students through personal praise and through the rewards system.</p> <p>The school promotes positive attitudes towards disabled people by having an open admissions policy and including all students in all activities. We promote positive attitudes towards people of different ethnic groups and religions through our Enrichment and assembly programme and the way we model the attitudes we expect to see.</p> <p>Wood Green promotes high expectations through our clear and detailed behaviour policy that students know as Behaviour 3. We continually monitor behaviour data and publish the results to governors.</p> <p>We welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state that there are no barriers to job applications as we adhere to Oxfordshire County Council Equal Opportunity Policies.</p>
<p><b>2.</b></p>	<p><b>Creating a culture that celebrates diversity and ensures all members of our community feel represented and included</b></p> <p>The school will:</p> <ul style="list-style-type: none"> <li>• Ensure a fair admissions procedure.</li> <li>• Accommodate the needs of different cultures, races and religions where reasonably possible</li> <li>• Ensure that the implementation of uniform is sufficiently flexible to accommodate different cultures, races and religions and the needs of individuals, for example a student undergoing gender reassignment.</li> <li>• Ensure that teaching about the expression of religious belief regarding same sex relationships or any other protected characteristic is conveyed responsibly and sensitively.</li> <li>• Ensure that Personal Development sessions encourage all students to develop and express their ideas. Different community groups are invited to speak in Personal Development sessions and we welcome approaches from a wide range of organisations.</li> <li>• Ensure that the Student Council represents the range of students, through every tutor group electing a representative and the School Council meeting with the Leadership Team regularly in order for their views to be properly listened to.</li> <li>• Seek the views of parents through an annual request to complete the OFSTED parent view survey and regular focus groups. The results of these then used to help shape the school development plan.</li> <li>• Use results from an annual feedback session of staff to shape the development plan.</li> <li>• Aims to recruit governors' representative of the student population and/or community</li> </ul>
<p><b>3.</b></p>	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, the school:</p> <ul style="list-style-type: none"> <li>• Communicates to students, parents and staff its intolerance of all forms of bullying and harassment through an annually student led review and promotion of our anti-bullying policy and by displaying our Behaviour 3 in every room and student planners.</li> <li>• Monitor potentially vulnerable students at Heads of Learning Community meetings.</li> <li>• Ensure that incidents are reported and addressed swiftly and effectively. We record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</li> <li>• Applies appropriate sanctions to deter bullying and reports bullying to our Police Liaison Officer</li> </ul>
<p><b>4.</b></p>	<p><b>Equalising opportunities for students from low-income families</b></p> <p>Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:</p> <ul style="list-style-type: none"> <li>• Limits the range of uniform that parents have to buy. We offer interest free payment plans for families who cannot meet the uniform cost all at once. Financial contributions for trips are asked for but no student is excluded from curriculum trips because of an inability to pay.</li> <li>• Extra-curricular activities are open to all and the school looks to secure suitable funding for any students who cannot afford particular activities that may incur a cost. We monitor uptake of extra-curricular activities and have an appropriate charging policy.</li> </ul>

	<ul style="list-style-type: none"> <li>• The academic progress of students in receipt of the Student Premium grant is continually reviewed by all staff and governors and is an absolute priority.</li> <li>• Ensures that PP students receive additional support through academic mentoring and access to careers advice and guidance</li> </ul>
<b>5.</b>	<p><b>Communicating with and involving parents and carers</b></p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:</p> <ul style="list-style-type: none"> <li>• Will explain the way we operate through our prospectus, website and parents' evenings and tours.</li> <li>• Will offer a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail with form tutor, parent evenings, annual reviews and LAC meetings.</li> <li>• Encouraged to contact the school with any concerns and receive reports every term about their child's progress.</li> <li>• Will ensure that the PTA is well-promoted and inclusive</li> <li>• Monitors parent evening attendance</li> <li>• Welcomes all contact from our parents.</li> <li>• Offers academic mentoring and careers advice and guidance to all students, in particular to those who may not experience the same level of support from home as other students</li> </ul>
<b>6.</b>	<p><b>Welcoming new students and helping all students to attend school regularly</b></p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, to move mid-year and to experience more issues attendance in general, the school will:</p> <ul style="list-style-type: none"> <li>• Ensure a happy start to the school at normal times by ensuring all new students are visited by the Head of Year 7 and transition at their primary school before having an induction day. Nurture groups have extra pre-transfer visits. Year 7 have a PSW attached to provide support throughout the process and year. They work in conjunction with Space 2 Learn in order to give any students with challenging behaviours additional support.</li> <li>• We ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school by the secondary SEN Coordinator (SENCO) arranging extra visits when necessary. Close links with the LA Support Services address student needs in advance of transfer and constant involvement informs any on-going necessary modifications or alterations to provision.</li> <li>• Ensure that students who join the school after the start of year 7 have a buddy, are welcomed and have their timetable set up quickly</li> <li>• Have in place a clear system for tackling attendance issues for all students. We promote high levels of attendance through regular contact with parents and early interventions where necessary.</li> <li>• Work closely with outside agencies to tackle issues that cause poor attendance</li> </ul>
<b>7.</b>	<p><b>Developing the wellbeing and behaviour of students</b></p> <p>The school ensures that the wellbeing of all students is developed through:</p> <ul style="list-style-type: none"> <li>• Providing a strong pastoral system through our Learning Communities</li> <li>• Offering additional support through our Pastoral Support Workers, Space2Learn and the school counsellor. Pastoral Support Workers are available to support young people and vulnerable students are assigned key workers in order to ensure they have an immediate point of contact to support them.</li> <li>• Having a clear Behaviour and Rewards system that is applied consistently.</li> <li>• Monitoring the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others, or to identify when certain groups are receiving disproportionately high levels of exclusions</li> <li>• Delivering through Personal Development sessions, the learning and tools that students need to stay healthy and happy.</li> <li>•</li> </ul>
<b>8.</b>	<p><b>Supporting members of the community who have English as an Additional Language (EAL)</b></p> <p>The school:</p> <ul style="list-style-type: none"> <li>• Offers targeted sessions to develop language for EAL students</li> <li>• Monitors the progress of EAL students across the curriculum and offers support with strategies to teachers of EAL students</li> <li>• Will arrange for an interpreter to attend meetings with parents with EAL</li> </ul>
<b>9.</b>	<p><b>Addressing the full range of learning needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve, the school:</p> <ul style="list-style-type: none"> <li>• Reviews its curriculum regularly to ensure that it is accessible to all</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that the curriculum meets the range of needs of all learners and offers appropriate opportunities</li> <li>• Ensure that all groups have access to the wider curriculum, including trips, visits and extra-curricular activities</li> <li>• We look to meet the needs of students by appropriate seating arrangements in classrooms i.e. for hearing impaired, vision impaired or physically disabled students.</li> <li>• Has systems for supporting students with Special Educational Needs, including providing appropriate training to enable staff to meet particular learning needs such as training from advisory teachers e.g. for students with ASD, physical, sensory, behaviour and medical needs.</li> <li>• Ensures our provision addresses the needs of students who may need literacy or numeracy through small group or individual interventions and through differentiation in the classroom.</li> <li>• Provides concessions for public examinations to meet a range of learning, physical, sensory and behavioural difficulties</li> <li>• Has an identified lead to spread the good practice in delivering teaching that meets the needs of Able, Interested and Motivated students.</li> <li>• Ensures that our regular programme of CPD provides the opportunities for all staff to develop the appropriate teaching style and level of differentiation for their classes and promotes the sharing of good practice, particularly around high quality teaching to ensure all make good progress.</li> <li>• Tracks student progress and identifies under- performing students through its regular progress checks and comparisons with national progress data.</li> <li>• Offers additional learning support through Space2Learn for identified students</li> <li>• Produces Personal Education Plans to focus on and support learning priorities for Children in Care</li> <li>• We will, where appropriate, arrange work to be completed at home to support students who are unable to attend school. We work with the Hospital School to support students who are medically unfit to attend</li> <li>• Publishing and following an Accessibility Plan to address identified areas for improvement on access to the curriculum</li> </ul>
10.	<p><b>Making the school physically accessible to all</b></p> <p>The school will:</p> <ul style="list-style-type: none"> <li>• Make the site accessible to all through provision of ramps, lifts and other means where physically possible.</li> <li>• Meet the needs of students, staff and others with physical and or sensory disabilities by making suitable adaptations to the learning and school environment and providing designated toilets.</li> <li>• Where required, provide more favourable treatment for disabled students in our break and lunchtime support arrangements.</li> <li>• We have designated parking spaces for disabled drivers and the site is accessible for all parents.</li> <li>• Ensure that written information is accessible to all</li> <li>• Use the annual Health and Safety review as a way of ensuring that access is appropriate and of updating the school's knowledge on how to improve things.</li> <li>• Publishing and following an Accessibility Plan to address identified areas for improvement on physical access</li> </ul>
11.	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as students in the school and that positive role models and a wider perspective will strengthen the school, the school:</p> <ul style="list-style-type: none"> <li>• Ensures non-discriminatory recruitment and employment practices in line with current legislation</li> <li>• Promotes dignity at work and has adopted the OCC Dignity at Work policy.</li> <li>• Encourages the development of all staff by an active and responsive staff development programme.</li> </ul>

## 5. Monitoring and evaluating the policy

It is essential for us to maintain and ensure that our focus is on performance, not process. Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, the school:

- Audit the school's provision against the requirements set out in this policy.
- We consult with students, parents and staff on how the policy is working and how it could be improved by conducting surveys and having an open door policy for parents and students to discuss issues with us.
- We will monitor and review practice by using the data we collect on student's progress and incidents and plan interventions as appropriate.
- The school sets Equality and Accessibility Objectives which will be reviewed annually, by reporting to governors.

## 6. The specific reporting duties

We will:

- Set and publish, in the Equality and Accessibility Objectives, clear plans to address any areas identified for improvement through the monitoring processes.
- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually.

## 7. Policy Links

All policies contribute to the Equalities provision. The review of all policies will include assessing that the policy is meeting Equalities standards.

The Local Authority publish guidance documents relating to Equalities. These will be checked at least annually and relevant policies and practice updated.