



# Equality and Diversity Policy & Plan

*“Working Together”*

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Date of Review	Summer term annually
Policy Reference Number:	
Staff Member:	Jenny Callaghan
Governor Working Party:	Jayne Spencer, Gill ApThomas & Yvonne Goodwin

## Equality and Diversity Policy and Plan 2017-2020

### 1. Statement

• This policy outlines the commitment of the staff and Governors of Wild Bank Community School to promote equality. We will work to ensure that groups with the protected characteristics of gender, ethnicity, culture, race, disability, age, socio-economic background, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

#### a) We aim to:

- respect the equal human rights of all
- positively promote equality and diversity
- tackle the barriers which could lead to unequal outcomes such as participation, wellbeing, confidence, progression, attainment and achievement.
- respect the equal rights of our staff and other members of the school community.
- develop the whole person, so that they can flourish and achieve within a supportive, secure and creative environment.
- endeavour to promote positive relationships in all areas of school life with pupils, parents, governors and members within the wider community.
- educate about equality and prepare all children to live and work harmoniously, enabling them to live and positively participate in a multi-racial and culturally diverse society
- promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail differentiation in regards to the abilities and maturity of pupils.
- strive to eliminate all forms of discrimination regarding all groups
- promote equality of opportunity,
- promote community cohesion in today's society.

#### b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- Gender
- Ethnicity, culture and race
- Disability
- Religious belief
- Age
- Sexual orientation
- Socio-economic background
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

#### c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity, culture and race
- religion or belief, and
- socio-economic background.

## 2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

## 3. Community cohesion: a shared contextual statement of our current issues affecting cohesion at school, local and national level

At Wild Bank Community School, we constantly endeavour to promote community cohesion at both a local and national level. The location of the school makes some aspects of community cohesion difficult - eg the lack of community facilities near to the school site, however, school endeavours to overcome this through regular visitors to school and also through visits into the local community.

Our social deprivation indicator is higher than the National average and has remained fairly constant for the past three years. (Deprivation indicator is 0.3 compared to 0.21 Nationally) The number of pupils who are eligible for Free School Meals is increasing, and it is still significantly higher than the national average. (Raise Online 2016 =72.1% national is 25.2%) The overwhelming majority of pupils at the school come from home backgrounds where there is little scope for regular interaction with children of other ethnic minorities. This has implications for our school in terms of enabling the pupils to experience a wide range of cultures and beliefs.

Pupil stability is decreasing and more pupils with English as Additional Language are joining our school. The pupils' proficiency in English is regularly assessed and the data is now recorded in the school census. Proficiency in English is required for 13% of pupils. We currently have pupils whose first languages include: Polish, Urdu, Punjabi, Swahili, Portuguese, Hungarian, Spanish, Somali, Yorobu, Kurdish and Turkish.

The ethnicity/culture context of the school (data taken from Raiseonline 2016)

- 87.9% White English (National-69.3%)
- 0.8% Irish (National-0.3%)
- 3.2% other white background (National-5.6%)
- 0.8% white & black Asian (1.2%)
- 1.6% any other mixed background (1.9%)
- 1.6% Pakistani (this has increased to 4% at the February census) (Nationally 4.2%)
- 0.8% Other Black Background
- 1.6% Black-African (National-3.7%)
- 0.8% any other ethnic group
- 0.8% ethnicity not known

All pupils at the school are carefully monitored to ensure good progress is made by all.

Religion/belief context of the school

- 24% Christian
- 34% No religion
- 0.5% Muslim
- 0.2% Other Religion
- 34% No data provided
- 0.2% refused to provide data

The teaching of RE in school follows the SACRE guidelines. We use the Tameside RE Agreed syllabus and scheme which establishes what shall be taught and provides teachers with practical support and guidance about how to teach RE effectively. Teaching is based mainly on the Christian Faith, however, festivals are celebrated from all the religions that comprise the school community and other major world religions are taught as themes. In describing progression in RE, the syllabus pictures how pupils will develop increasing understanding of wide areas of RE subject knowledge, and also how pupils can develop religious literacy, including the skills of: investigating religions and world views through varied experiences and disciplines; reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity; becoming increasingly able to be reason and explain their responses to religions and world views.

#### **4. Responsibility**

Our named governors are Jayne Spencer, Gill ApThomas and Yvonne Goodwin who take the lead, but the **governors** as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation;
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The **head teacher** is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

**All staff** are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

**Visitors and contractors** are responsible for:

Complying with school policy with regards to equal opportunity.

#### **5. Staff development**

Staff training needs in relation to Equal Opportunities are identified through the Performance Management Cycle. Staff may be given additional training in response to school need and /or local and national agendas.

## 6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as a paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority by email to [peta.wakefield@tameside.gov.uk](mailto:peta.wakefield@tameside.gov.uk)

The scheme will be kept under regular review for three years and then replaced in the Spring term of 2020.

## 7. How we report on progress and impact

A report on progress with the actions listed below will be published by the governors at the end of each school year, i.e. July 2017, 2018 and 2019 .

A copy of each annual report is sent for monitoring purposes to the local authority by email to [peta.wakefield@tameside.gov.uk](mailto:peta.wakefield@tameside.gov.uk) or by internal mail to SCYP Equality & Diversity Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside. OL6 6DL

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, race, culture, religion or belief and socio-economic background.

## 8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity, culture and race
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.
- Pregnancy and maternity
- Marriage and Civil Partnership

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found in the School Development Plan.

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data

- Annual and half-termly analysis of data
- RAISE Online
- Local Authority Data
- SEND Data
- Analysis of pupils from different groups attendance at clubs/extra curricular activities.

iii. and from involving relevant people (including disabled people) from the start in the following way:

- Letters to invite parents to take part in a disability access survey.
- Individual discussions with disabled parents and the parents of disabled pupils.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
  - religion or belief,
  - ethnicity, culture and race
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation and
  - age.
  - Pregnancy and maternity
  - Marriage and Civil Partnership

### 10. Three-year equality objectives 2017-20

At Wild Bank Community School we are fully committed to the fair and equal treatment of everyone we deal with. Whilst we believe we do everything possible to ensure that no child, parent or member of staff is disadvantaged in anyway because of their circumstances, we recognise that we must constantly strive to do more to ensure our approach remains up to date and relevant. For this reason, we have drawn up this action plan which sets out the specific initiatives and actions we are committed to completing in the period from 2017 to 2020. We ensure that we review all policies and procedures relating to the Equality Scheme annually and complete a report for Governors and parents.

**Our aim is to ensure in all aspects of its work Wild Bank Community School celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion**

Aspect	Evaluation
Ensure that all pupils achieve their potential regardless of their race, gender, FSM status, SEN, EAL and disability	Through data analysis and focussed support, ensure all pupils achieve their potential. Monitor and analyse pupil achievement by race, gender, FSM status, SEN, EAL and disability and act on any trends or patterns in the data that require additional support for pupils. Under-achievement is identified promptly and appropriate intervention is applied. To continue to raise levels of attainment in core subjects for Pupil Premium children.
To try to ensure that the profile of school staff / Governing Body reflects that of the wider community.	The profile of school staff/governors does reflect that of the wider community. Currently we do not have any members of staff/governors to reflect the minority ethnic groups but this is and will continue to be considered with future appointments. Recruitment processes are set to ensure that applicants are selected on ability.
To promote equality and tackle discrimination. Ensuring that children are not victims of bullying or harassment. Update bullying policy to make explicit reference to a policy of zero tolerance regarding sexual discrimination/harassment	Any incidents of bullying or harassment are recorded in our welfare and behaviour books these are closely monitored by our Inclusion Team and action is taken as appropriate. Any incidents of discrimination (including racism) to be reported through the appropriate channels (see behaviour and safeguarding policies). We have had no serious incidents of either and policies have been updated to make explicit reference to a policy of zero tolerance. To regularly consult with stakeholders (including parents and children) with regards to promoting equality and tackling discrimination. Ensure the Pupil Council are involved in the promotion of equal opportunities. 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, class assemblies, fund raising etc. Ensure the School Ethos is very clearly understood by everyone. Wild Bank promotes positive role models within policies, resources, visits and visitors.
Ensure that all pupils can participate in school trips.	All pupils have equal access to school trips. Trips to be planned that will be accessible to all pupils. Site visits to be carried out where appropriate to ensure places being visited are fully accessible.
To improve parent/carer and pupil engagement in learning and school life, across all activities to ensure equality and fairness in access and engagement.	Establish a parent forum Continue to raise the profile of Friends of Wild Bank PTA Invite parents to termly workshops these will include: handwriting, phonics, maths, e-safety etc Have termly activities where parents and carers are invited to work alongside children, to stay-and-play, to participate in craft or curricular events. Explore opportunities for parent classes. Explore opportunities for mums and tots, baby massage and rhyme time to attract young families to join the school.
To build pupils' knowledge and tolerance of others from different minority ethnic groups and religions.	This will be achieved by providing a rich curriculum. We will continue to enrich the curriculum with activities and visits from guests who will broaden our pupils' knowledge and understanding of people from different places and different ethnic groups.

## 11. Three-year access plan 2017-2020

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	<b>Actions (focused on outcomes rather than processes)</b>
i. improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• To maintain support for identified pupils to ensure full access to the curriculum. (SEN, FSM, EAL, LAC, G&amp;T, pupils identified as being vulnerable etc)</li> <li>• Ensure the provision of a diverse range of stories and curriculum materials that feature and celebrate a range of languages and disabilities, we will try to enrich our curriculum with books that show different gender and minority ethnic people in non-stereotypical roles.</li> <li>• Endeavour to purchase resources to show diversity</li> <li>• Timetable assemblies that cover aspects of diversity and disability</li> <li>• Ensure that the curriculum promotes role models and heroes that young people identify with and which reflect diversity in terms of race, gender and disability.</li> <li>• Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</li> </ul>
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> <li>• These are monitored regularly in school and are amended when necessary or appropriate.</li> </ul>
iii. improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> <li>• These are monitored regularly in school and are amended when necessary or appropriate.</li> <li>• Improvements in the provision given to pupils with disabilities when and where necessary are made through liaison with external agencies ie Visual Impairment Services, Hearing Impairment Services.</li> <li>• Multi-agency consultations/ CAFs are in place as appropriate. Records are in place and monitored.</li> <li>• Ensure the physical environment and accessibility, in relation to access by pupils/parents/carers with an identified disability.</li> <li>• Adapt and ensure the prompt provision of/access to physical resources, including ICT, induction loops, large print, manila photocopies, dual language to support pupils, parents and carers.</li> </ul>
Raise the profile of Wild Bank.	<ul style="list-style-type: none"> <li>• Install a new school sign, which is more clearly visible from Huddersfield Rd, Demesne Drive.</li> <li>• Install new Welcome signs at the front of the school.</li> <li>• Raise the profile of Wild Bank. The school is trying hard to establish itself within the wider community as being a good school, with well-behaved pupils.</li> <li>• Choir to perform in the local area.</li> <li>• Articles celebrating the achievement of our pupils to be published in the local press.</li> </ul>

## 12. Three-year community cohesion plan 2017-2020

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	<b>Actions (focused on outcomes rather than processes)</b>
i. teaching, learning and the curriculum	<ul style="list-style-type: none"><li>• To maintain a broad, balanced, multi-cultural curriculum.</li><li>• To ensure that all relevant festivals are celebrated in school.</li><li>• Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities</li></ul>
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none"><li>• Analyse data, monitor all pupil's progress and support where appropriate.</li><li>• Monitor clubs and amend provision where necessary.</li><li>• Pupils from all groups are encouraged to take on responsibilities within school.</li></ul>
iii. engagement with people from different backgrounds, including extended services	<ul style="list-style-type: none"><li>• Visitors and visits from a wide variety of people from within the local community to broaden the pupils understanding of a number of different cultures and beliefs.</li><li>• Promote respect and moral values.</li><li>• To build pupils' knowledge and tolerance of others from different minority ethnic groups and religions. This will be achieved by providing a rich and global curriculum. We will continue to enrich the curriculum with activities and visits from guests who will broaden our pupils' knowledge and understanding of people from different places and different ethnic groups</li></ul>