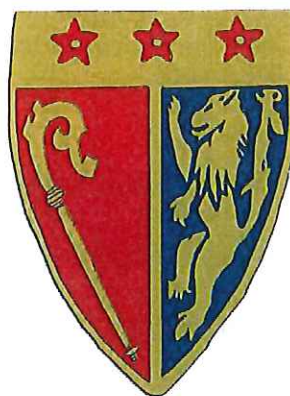
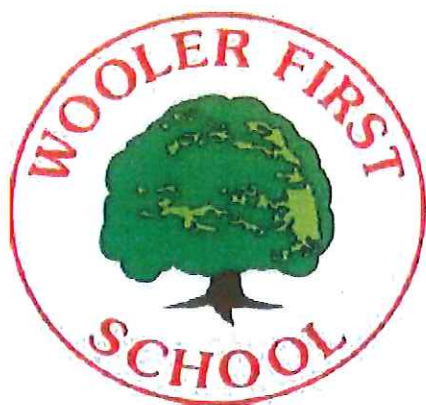


# Wooler First School and Glendale Community Middle School



## EQUALITY POLICY

Revised: 14<sup>th</sup> November 2016

Chair of Governors: Sophia Murray John

Signed: 

Date of next Review: Summer 2020

## Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, race (including colour, nationality, ethnic or national origin), gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

## Guiding Principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men are recognised
- religion, belief or faith background, including those with no particular religion or belief
- sexual orientation.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relationships between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity.

For further information regarding our approach to staff recruitment please see our separate Equalities in Employment Policy and Dignity at Work Policy.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight.

## **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight.

## **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

## **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 6).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## **The curriculum**

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in point 4.

## **Ethos and organisation**

6. We ensure the principles set out in point 4 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

7. The schools are opposed to all forms of prejudice which stands in the way of fulfilling the legal duties referred to in points 1-3 (Legal Framework):
  - Prejudices around disability and special educational needs
  - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
  - Prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how racist incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our schools and how they are dealt with.

## **Roles and responsibilities**

10. The governing body is responsible for ensuring that the schools comply with legislation, and that this policy and its related procedures and action plans are implemented.
11. A member of the governing body has a watching brief regarding the implementation of this policy and is responsible for monitoring the reporting of racist incidents.
12. The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice related incidents that may occur
  - plan and deliver curricular and lessons that reflect the principles in point 4 above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

## **Religious Observance**

15. We respect the religious beliefs and practices of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

16. We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the policy**

17. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Headteacher and governing body.

## **Monitoring and review**

18. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

19. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language and gender.

## **Tackling Extremism and Counter-terrorism**

20. We are an equal and diverse society, so as an organisation we understand and recognise concerns of radicalisation and extremism cannot be confined to one ethnic or religious group, moreover any member of the community can be susceptible to being radicalised and it should be the signs of radicalisation to which we pay due regard. For further information regarding this please refer to our Tackling Extremism and Radicalisation documentation.

Wooler First School & Glendale Community Middle School Equalities Objectives 2016-2020			
ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
			REVIEW OF ACTIONS SUMMER 2017
Ensure the gap is narrowed between Pupil Premium pupils and other pupils in terms of achievement, attendance, persistent absence, behaviour incidents etc.	<ul style="list-style-type: none"> <li>Further analysis to be undertaken by senior staff across both schools based on this specific group.</li> <li>Allocation of specific targets in SDP and via appraisal where appropriate.</li> <li>Achievement, attendance and behaviour issue to be tracked for this group and action plans identified based on data analysis where required.</li> <li>Monitoring via SLT meetings and Governors.</li> </ul>	From Autumn 2016	<ul style="list-style-type: none"> <li>Achievement gap – pupil premium v other pupils is reduced in all year groups.</li> <li>Attendance of pupil premium pupils is increased and any persistent absence is decreased.</li> <li>Behaviour incidents for pupil premium pupils are in line with other groups.</li> </ul>
Narrow the gap between SEND pupils and other pupils in terms of achievement, attendance, persistent absence, behaviour incidents etc.	<ul style="list-style-type: none"> <li>Embed the roles of the cross schools SENDCo &amp; Behaviour &amp; Family Support Worker</li> <li>Further analysis to be undertaken by senior staff based on this specific group.</li> <li>Develop staff training, particularly learning support staff on specific SEND issues (in-house and using outside providers where identified).</li> <li>Achievement, attendance and behaviour to be tracked for this group and action plans identified based on data analysis where required.</li> </ul> <p>Monitoring via SLT meetings and Governors.</p>	From Autumn 2016	<ul style="list-style-type: none"> <li>Achievement gap – SEND v other pupils is reduced in all year groups.</li> <li>Attendance of SEND pupils is increased and any persistent absence is decreased.</li> <li>Behaviour incidents for SEND pupils are reduced.</li> </ul>

<p>Embedding of Education Health and Care Plans (EHC Plans) and increase use of Early Help Assessment (EHA) forms to support young people across Nursery, First School and Middle School.</p>	<ul style="list-style-type: none"> <li>• Training for key staff on the new plans and their use within school.</li> <li>• Further develop teaching staff awareness and skills via sharing lessons from the training undertaken by key staff.</li> <li>• Parents of pupils with an EHC plan or EHA plan awareness is raised through regular homeschool communication and review meetings.</li> </ul>	<p>From Autumn 2016</p>	<ul style="list-style-type: none"> <li>• Training for key staff on the new plans and their use within school.</li> <li>• New plans are in place for the appropriate pupils to ensure their needs are met.</li> <li>• Use of EHA is embedded and a number are in place and work effectively. SEND pupils continue to make appropriate progress.</li> </ul>
<p>Review whole school awareness of ethnicity, culture, national origin or national status, gender and gender identity, religious or non-religious affiliation or faith background and sexual orientation - issues with a specific focus on language used.</p>	<ul style="list-style-type: none"> <li>• Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender.</li> <li>• Assemblies held to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used.</li> <li>• Lead teachers for SMSC to organise other activities.</li> <li>• Lead Staff awareness to be raised to these issues and requested to challenge any linked negative behaviour in and out of lessons.</li> <li>• Peer supporters/school buddies made aware of issues and able to challenge/support other young people.</li> </ul>	<p>From Autumn 2016</p>	<ul style="list-style-type: none"> <li>• Staff and students more aware of issues.</li> <li>• Fewer incidents recorded for linked negative behaviours.</li> </ul>