



wildernschool



Boorley Park School

Statutory Policy

Initial Policy: July 1999

Policy updated: Mar 2019

Next Review: Mar 2020

Key Person: MLL

Equality Policy

Care, Opportunity, Quality

“To value and respect each other as individuals”

This policy should be read in conjunction with Wildern Academy Trust’s Special Educational Needs and Disability (SEND) policy and other policies listed at the end of this policy.

Wildern Academy Trust supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as **Protected Characteristics**). Being a committed equal opportunities employer, the Trust will take every possible step to ensure that employees and students are treated equally and fairly. All policies and practices will conform with the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

Wildern Academy Trust welcomes the latest legal changes as set down in the Equality Act 2010 which requires us to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. We acknowledge that as providers of education we have an essential role to play in ensuring boys and girls have fair access to all areas of the curriculum and have been working actively on this area for many years.

The Equality Act recommends that all students with SEND and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities. (The term ‘Long Term’ is generally taken to mean of more than 12 months duration).

Principles

At Wildern Academy Trust we:

- Are committed to actively encouraging, supporting and helping **all students and staff** to reach their full potential.
- Value students and staff as individuals and support their personal development, operating a fair recruitment and retention procedure.
- Provide a climate in which students show respect to each other and to all members of the School community and promote good relations, recognising and respecting diversity. We foster positive attitudes and relationships, and a shared sense of belonging.
- Provide a broad, balanced and differentiated curriculum.
- Offer teaching and learning styles which enable students to access educational opportunities.
- Are committed to actively tackling any discrimination which contravenes our Equality policy, working with parents/guardians and the wider community to promote good practice.
- Will not tolerate harassment of disabled people with any form of impairment.
- We will support the needs of young people who are carers of disabled parents.

Practice

Students

We acknowledge and respect diversity and believe that students should:

- Be admitted to Wildern Academy Trust schools in line with the school's Admissions Policy.
- Have equal opportunity to achieve their best.
- Receive non-stereotyped advice on Pathway choices and career guidance.
- Be rewarded on merit.
- Be encouraged to value the 'self worth' of all individuals and celebrate all cultural backgrounds.
- Be encouraged to develop confidence and self esteem.
- Be prepared for taking their places in society.
- Be encouraged to accept and respect names of students from other cultures.
- Be addressed appropriately, names accurately recorded and pronounced correctly.
- Not be placed at a disadvantage because of a disability or SEN they may have.
- Receive support and appropriate monitoring if they have English as a second language.

Teaching and Learning

Within curriculum/subject areas we will:

- Develop a multi-cultural and non-sexist approach to teaching.
- Ensure resources used in all areas contain positive images of all groups and are multi-cultural and non-sexist.
- Develop strategies to integrate students of different gender, race and ethnicity in the classroom, assemblies, dining hall and any other gatherings.
- Ensure that linguistic diversity is viewed positively by staff and students.
- Provide a procedure for actively tackling any discrimination that contravenes this Equalities Policy and to make this known and understood and implemented by all students, staff and Trustees.
- Develop teaching methods and styles which take into account the diversity of students' needs.

Staff Recruitment and Training

- All vacancies will be advertised openly and will normally be available for members of eligible staff within the Trust to apply. The Trust aims to ensure that no job applicant receives less favourable treatment because of Protected Characteristics.
- All recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities and that sufficiently diverse sectors of the community are reached.
- Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- All new staff appointed to the Trust are informed of where to find the Staff Handbook and WIN which details all relevant policies, including the Equalities Policy where reference is made to procedures and practice.
- Staff training needs shall be identified through regular staff appraisals. All workers will be given an equal opportunity and access to training to enable them to progress within the organisation. All promotion decisions shall be made on the basis of merit.

Roles and Responsibilities

Trust Board

- The Trust Board has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination.
- The Trust Board has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Executive Headteacher.
- The Equality Policy will be reviewed and updated by the Trust Board on an annual basis. The policy will then be given to staff via the normal management link meetings. The policy will also

be made available to potential applicants for vacant positions in the schools (on the school's website as part of the Single Equality Scheme).

- The Equality Objectives will be published annually and reviewed every four years.

Executive Headteacher

The Executive Headteacher will be responsible for:

- Making sure this policy is readily available and that the Trustees, Local Governors, staff, students and their parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and Trustees about the policy and how it is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out where necessary.
- Taking appropriate action in cases of racial harassment and any form of discrimination.

Staff

All staff are responsible for:

- Promoting an inclusive and collaborative ethos in their classroom.
- Dealing with any prejudice-related incidents that may occur.
- Identifying and challenging bias and stereotyping in the curriculum.
- Supporting students in their class who have English as a second language.
- Keeping up to date with equalities legislation relevant to their work and taking up training and learning opportunities, as appropriate.

Ethnic Minority Co-ordination

The SENCo will be responsible for:

- Monitoring individual ethnic minority students' progress and attendance.
- Liaising and reporting to parents on any concerns with regards to an individual student's progress/ attainment.
- Keeping Directors of Progress & Achievement, tutors and teaching staff informed of issues relating to the progress achievement of ethnic minority students.
- Keeping the Senior Leadership Team informed of any successes or concerns re progress, achievement or attainment of ethnic minority students.

SENCO

The SENCO will be responsible for:

- Ensuring that the physical needs of all students with either physical or sensory needs are met to enable them to access all areas of the curriculum and school life, and have an equal opportunity to achieve their best.
- Providing all students with physical difficulties with the appropriate support /access to the curriculum (see SEND Policy).
- Monitoring the progress of all individual students with physical or sensory needs.
- Ensuring Year 6 students who have any physical disability are fully integrated into Wildern in every possible way with the resources available, as indicated in the SEND Policy.
- Seeking expert support/advice where necessary from the relevant Specialist Teacher Advisor.
- Make referrals to Occupational Therapy if deemed appropriate or requested by parents.

Monitoring

An Equality Policy can only be shown to be effective if its implementation is properly monitored:

- The Equality Policy is reviewed annually by the key person in consultation with the Director of Learning /Subject Leader /Director of Progress and Achievement and the Senior Leadership Team.
- All teaching staff are informed annually of any changes to the Policy.

- We will collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, national status and gender.

Breaches of the Policy:

- If you believe that you may have been disadvantaged because of a Protected Characteristic, you are encouraged to raise the matter through the School's grievance procedure.
- Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure.

Religious Observance:

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

Disability Discrimination:

- If you are disabled, or become disabled in the course of your employment, you are encouraged to tell us about your condition. This is to enable us to support you as much as possible and to ensure that you are not treated less favourably because of something related to your disability.

Monitoring and Evaluation:

- We will collect, study and use quantitative and qualitative data relating to the implementation of this policy. We will make appropriate adjustments following analysis of the data.

Linked Policies: Anti-Bullying

British Values Statement

Curriculum Policy

Careers Education, Information, Advice and Guidance Policy (CEIAG)

Equality Objectives

Ethnic Minority Achievement

ICT

Induction for Newly Appointed Staff

Monitoring, Evaluation and Review

Moral and Social Studies

Single Equality Statement

Special Educational Needs and Disability

Student Voice

Supporting Students at School with Medical Conditions (inc. First Aid)