

WESTHAVEN SCHOOL

Business & Enterprise College

All policies are developed to be compliant with and supportive of the ethos and values of Westhaven School

March 2018

Equality & Diversity Policy and Accessibility Plan

Rationale

Westhaven School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and we all treat one another with respect.

We value each individual's voice

We build self-esteem and confidence

We understand good and bad

We show respect and understanding for others

We value the community and world in which we live

We are proud members of the school community

We seek to ensure that no member of the school community or any other person, through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. We also provide pupils with the opportunity to experience, understand and celebrate diversity.

We aim 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 not for service provision),

disability

race

sex

gender reassignment

maternity and pregnancy

religion and belief,

sexual orientation

marriage and civil partnership (for employees)

Our Legal Duties under the Equality Act 2010

We share the public sector equality duties to:

eliminate discrimination and harassment
advance equality of opportunity
foster good relations between different groups

We are also required to publish how we meet these equality duties and to publish equality objectives, which are specific and measurable, at least every 4 years.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value.** Whatever their special educational needs, 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 and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to their special needs, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress academically and in their Personal Social Development.
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We aim to ensure access and participation to all age-appropriate school activities for

all pupils.

All appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour Management, including Rewards, Sanctions and Exclusions - takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for individual pupils. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

prejudices around disability and special educational needs

prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum

prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents, report these to the Local Authority and report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data at least three times a year and take action to support victims and perpetrators, helping them to gain understanding and respect of others as a means of reducing incidents.

What we are doing to advance equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, and multi-agencies to understand the individual needs of each pupil

We collect data, analyse this according to different groups of pupils and use this to support school improvement. Data we collect and analyse relates to:

- pupil progress in English, Maths and Science
- progress and attainment at end of Key Stages
 - pupil progress in Personal and Social Development
- attendance and exclusion
- behaviour incidents, rewards and sanctions
- accidents to pupils and staff
- and outcomes of different groups of pupils and use this data to support school improvement.

We take action to ensure all groups make equivalent progress.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils

We adapt our language and use augmentative communication to meet the communication needs of all pupils

We plan interventions for pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We provide well-targeted and proportionate support for individual pupils to ensure they feel safe and are calm and ready for learning.

What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and Citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. School show, dance festival

Other ways we address equality issues

- We focus training on meeting the diverse needs of our pupils.
- We provide interpreter support for families where English is not the first language
- We respond to all parents and carers concerns showing respect for their views and aiming to secure a resolution which is mutually agreeable.
- We offer flexible payment methods for families with low income streams
- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events

- review feedback and responses from the children and groups of children, from the school council, assemblies, Annual Reviews, and school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews and transition reviews

Publishing Equality Objectives – Accessibility Plan

The Accessibility Plan at Westhaven School is well-integrated into the on-going work of the school, linking closely with our annual Equalities Objectives, our School Improvement Plan and our Building Development Plan.

The DfE define a accessibility strategy as a strategy for, over a prescribed period -

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum;
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Our Equality Objectives for 2016-2018 are:

Aim	Objectives
Increase the extent to which disabled pupils can participate in the school's curriculum	<p>Ensure teachers set challenging homework that consolidates learning and prepares pupils well for work to come.</p> <p>Establish clearer links between KS4 accreditation pathways and our assessment framework.</p> <p>Establish clearer links between p-16 accreditation pathways and our assessment framework.</p> <p>Extend the number of p-16 students developing leadership/sports coaching skills.</p> <p>Improve opportunities for most vulnerable pupils to participate in performance showcases.</p>
Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of	<p>As rooms are refurbished and internal doors need replacing, they will be replaced with disabled access doors. This will improve access for those in wheelchairs and those with unsteady gait.</p> <p>Provide protective sleeves for all internal metal posts in rooms</p>

education and benefits, facilities or services provided or offered by the school	<p>where children learn. This will improve the accommodation for children at risk of head-banging.</p> <p>Decorate rooms in calm colours, with a contrast calm colour on the teaching wall. This will help ASD pupils focus and be ready for</p>
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Aim	Objectives
	learning.
Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	<p>Ensure all cohorts of pupils make outstanding progress in improving behaviour and sustain excellent behaviours.</p> <ul style="list-style-type: none"> - Providing social stories transitioning into school and as they move class.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Data reports on attendance and exclusions are reviewed by the FGB, as are parental and staff views.

Each committee reviews aspects of the school's commitment to the Equality Duty. The Pupil Committee reviews curriculum, progress of pupils, behaviour and allegations of bullying along with pupil voice. The Business Committee reviews personnel issues and the school environment.

Headteacher and Leadership team

The 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.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos across the

school ○ challenge prejudice and discrimination

- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

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

Monitoring and Reviewing the policy

We review the information about equalities in the policy bi-annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy is available on the school website and as part of induction for new staff. We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

Breaches by staff or Governors

Any breaches to this policy by staff will be dealt with in accordance with our Disciplinary Policy. Any breaches by governors will be dealt with in accordance with Governing Body's Code of Conduct.

Written:	March 2018
Review Date:	
Signed by Chair of Governors / Chair of Committee:	
Date:	15/3/18
Date of Next Review:	Mar 2020

History of Document

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