

Woodfield School 2016



Equality & Cohesion Policy



School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality opportunities. Please ask for a copy if you would like to see it.

For more information please contact:

Desi Lodge Patch

Tel: 0208 205 1977

Email: dlp@woodfieldschool.co.uk

Greg Foley

Tel: 0208 205 1977

Email: gfo@woodfieldschool.co.uk

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population 2016-17

Number of pupils on roll at the school: **152**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **152**

There are pupils at our school with different types of disabilities and these include:

- MLD
- ASC
- SLD
- HI VI
- ADHD
- MHSE
- Downs Syndrome
- Williams Syndrome
- PraderWilli Syndrome
- Dandy Walker Syndrome

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	0	
School Action or Early Years Action	0	
School Action Plus or Early Years Action Plus	0	
Statement	152	100%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	1	1	2	Other mixed heritage	3	1	4
Indian heritage	5	5	10	White and Asian	0	1	1
Other Asian heritage	19	5	24	White and Black African			
Pakistani heritage	5	2	7	White and Black Caribbean	1	0	1
Black or Black British				Any Other Ethnic Group	14	4	18
Ghanaian heritage	0	1	1	White			
Nigerian heritage	1	3	4	British heritage	8	5	13
Somali heritage	9	5	14	Irish heritage	0	3	3
Caribbean heritage	7	3	10	White Other	2	4	6
Other Black heritage	20	6	26	Gypsy/Roma	1	0	1
Chinese	-	-	-	Traveller of Irish heritage	-	-	-

Information withheld	3	Information not yet obtained	4
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Gender	
Male	103
Female	49

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

Religion and Belief			
Buddhist	1	Sikh	1
Christian	59	No religion	8
Hindu	15	Other religion	9
Jewish	1	Unknown	7
Muslim	51		

Gender identity or reassignment

There are no pupils in this category.

Sexual orientation

There are no pupils in this category

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	63	29	92	61%
Number of pupils who are at an early stage of English language acquisition	2	0	2	1.3%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	35	22	57	38%

Looked after children

6

Young carers

NA

Other vulnerable groups

NA

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

We have always been concerned about the ratio of boys to girls. There is a history of boys' numbers exceeding girls by two thirds and this has not changed over twenty years. We have always had a focus on girls groups and have provided specific interventions and access to the curriculum discretely for girls.

We are also aware of the need to teach tolerance and empathy throughout the curriculum to ensure all pupils understand the needs of each other and to ensure that pupils with ASC have access to many opportunities to work collaboratively.

As a school we are committed to the equality of education and opportunity of arts and culture experiences for our pupils. We seek to provide inclusion for all pupils in all phases of the school with regard to the arts and the seven quality principles of Art Council England.

Our care guidance and support for all pupils is outstanding. We monitor pupils individually on a daily basis to ensure their safety and to keep them from harm, including bullying of all kinds. We know that the SEN and immature nature of pupils makes them extremely vulnerable and we seek ways to facilitate their independence and autonomy at all times.

We are very concerned about the high numbers of pupils with mental health issues. We monitor their progress to ensure they make progress and work with CAMHS to implement strategies that will keep them on track. We follow up and report concerns immediately. We have a growing provision of mental health

resources to meet the needs of these pupils including TAMHS, a Drama Therapist and Mentors.

We have outstanding risk assessment and a two part time Welfare Officers who monitors the medical needs of pupils. We are concerned about obesity levels and eating disorders and have a 'friends club' to monitor pupils in this category.

We track behaviour incidents and have a rigorous system for managing behaviour with sanctions and rewards that are clear to the whole community. Homophobic language is recorded on the behaviour tracking system. All differences are valued and we will ensure that if this is not the case we will address all the issues that arise and apply the sanctions immediately.

We are concerned that some parents in our community need support to fully understand the SEN issues of the pupils and we will continue to work with them to help them understand the complexities and needs of pupils and the strategies and interventions that make a difference.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We have a school relationship policy that records all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will eradicate bullying in school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school

makes for pupils with special educational needs.

- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils.
- Our admission arrangements are in line with Brent LA policy for admitting pupils with Statements
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published in the staff handbook.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is published in the staff handbook.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

All pupils have a Statement of SEN or an EHCP and are working well below their peers in mainstream. However pupils at Woodfield School make outstanding progress from their starting points. 100% of pupils take external accreditation at the end of KS4 and KS5. Pupils are tracked individually and support and intervention are focused on need and changing needs. At Woodfield, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Woodfield, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information

to disabled pupils.

- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning' or something to that effect.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils which is an outstanding feature of our school
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each others disabilities

Disability: What has been the impact of our activities? What do we plan to do next?

- Woodfield School is a safe and caring community. We have expanded our numbers and become more complex in the last 6 years.
- We strive to ensure all pupils whatever their SEN make outstanding progress and 100% move onto further education

Action

- Ensure each pupil in KS5 has an individual transition plan to College, Training or Work and that 100% of pupils have a destination at the end of their pathway. **Person responsible - Paul Talbot.**
- Send a cohort of higher attaining more independent pupils to Alperton Community School at the end of KS3 each year. **Person responsible- Desi Lodge Patch**

Ethnicity and Race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information(including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- EAL learners make outstanding progress from their starting points. There are no gaps between groups as all pupils have individual targets and are tracked individually.
- There are three pathways to follow from KS4 onwards. Personal progress, entry level, level 1.
- Our higher attaining cohort will leave and be tracked through Alperton Community School.
- All parents and families are consulted on an individual basis and hard to reach families work with our Family Support Lead to make sure they are kept fully informed of their child's progress.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular pupils who we identify as needing additional support or intervention
- We identify and address barriers to the participation of particular groups or individuals in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of all festivals in assemblies and through a well planned PSHCE programme
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events for all our community to take part in.
- We take part in events such as Gypsy Roma Traveller History Month, Black History Month and Refugee Week.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records of all incidents and takes the appropriate action.

Ethnicity and Race- What has been the impact of our activities? What do we plan to do next?

Our enriched curriculum has provided opportunities for all pupils to enjoy the experiences of working and living in a multi cultural community.

- Ensure that all the curriculum areas makes the best possible use of being close to the centre of London and all that is on offer from a cultural and ethnic prospective. **Person responsible- Curriculum Leaders**
- We will embed art through the curriculum in all phases. The Lead for Arts Mark Silver will work with teachers to develop arts and culture into their SOW and facilitate the process of delivery in lessons across all phases. **Person Responsible Deepa Vekaria**
- To continue to promote collaboration between our different groups and celebrate difference – **Person Responsible SMSC Lead Lawrence Murray**

Gender

We are committed to working for the equality of women and men.

Summary information(including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

As we have fewer girls than boys we must make sure that girls are not disadvantaged in any way. Each girls' performance is tracked individually and any girl that is identified as underachieving will be subject to intervention and strategies known to all teachers who will then track the progress over a period of time. Specific activities happen for girls to ensure they have opportunities to take part in sport eg girls club, girls PE and girls additional activities in PE.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into school life as much as we can.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

Gender: What has been the impact of our activities? What do we plan to do next?

Our ratio of girls to boys has always been 1 to 3. We are aware of the difficulties this can cause and seek to do everything we can to ensure girls are not disadvantaged in any way.

- Continue to provide discrete activities for girls- **Person responsible- Nick Cooper**
- Continue to monitor individual girls in mostly all boy groups. **Person responsible- Form Tutors**
- Ensure each girl has a female member of staff that is a key person they can turn to during their time at school. **Person responsible- Nick Cooper**

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We have not had a pupil who has been known to us with gender issues however we are prepared to support a pupil with any gender issues including reassignment.
- We would identify the challenges and seek help to address them by taking professional advice and putting in place support networks for the pupil.
- We would track the individual pupil through a process to ensure that such pupils do not experience unfair or less favourable treatment.
- We rigorously monitor and respond immediately to homophobic bullying. Any homophobic language is reported and acted on immediately.
- Pupils would be helped to support each other if the need arises
- We would work with families to provide support on issues that affect them to with transgender children

How we advance equality of opportunity:

- We have taken steps to ensure that staff understands the nature of gender variance, its biological influences and how it differs from sexual orientation.
- We recognise that all gender variant children should be supported and protected whether or not they undertake transition.
- We understand that transgender pupils who are entering puberty may experience intensifying stress, which may have a negative impact on their schoolwork. We take steps to provide appropriate and sensitive support to ensure that learning is not disrupted.
- We ensure that transgender staff are safe and comfortable in the school environment

How we foster good relations and promote community cohesion:

- We aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or

transgender people in the community.

- All staff, including teaching assistants, have received information and training in how to deal with transphobic language and bullying.
- Our curriculum, including PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.

Gender Identity: What has been the impact of our activities? What do we plan to do next?

As a school we foster positive relationships through our Relationship Policy. Concerns that may arise are referred through our SEN database referral system so swift action can be taken to refer to agencies or action internally.

Action

- We will continue to develop tolerance and understanding in our community by dealing with issues as they arise and providing opportunities for pupils to talk about issues that concern them in PSHE-

Person responsible- Form Tutors

- Lead contact- **Person responsible- Pam Ash**

Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We would ensure that we would give access to learning and provide resources
- We would provide an appropriate environment and ensure all pupils understand the situation and what problems could arise
- We would ensure that pupils continue to support each other and learn from the experience.
- We would make families aware of the issues affecting pupils and ensure continued RSE education for all our pupils.

How we advance equality of opportunity:

- We provide sensitive and appropriate support to any pupil who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- We aim to provide information to pregnant pupils, and their parents and carers where appropriate, about health and other services in the local area and how to access them.
- We take into account the wishes of pregnant pupils to return to learning when they have had their babies.
- We provide suitable education to meet pupils' needs, such as setting and marking work while the pupil is not attending school.
- We work with other agencies to enable pregnant pupils and young mothers to

reintegrate into school, including through provision of a reintegration plan.

- We ensure that a pupil who becomes pregnant is entitled to authorised absence to cover the time immediately before and after the birth of her child.

How we foster good relations and promote community cohesion:

- We ensure we respond to any bullying of pregnant pupils in line with the school policies.
- Our PSHE curriculum encourages pupils to develop understanding of the experiences of young parents and challenge negative stereotypes

Pregnancy and Maternity: What has been the impact of our activities? What do we plan to do next?

Our SRE Policy has been reviewed in 2016 and involves ongoing evaluation and review.

Action

- We will continue to teach highly effective RSE and parenting in our curriculum. **Person Responsible Suneeta Deorukkhar**

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- Woodfield has great diversity of faith backgrounds in the school.
- Woodfield complies with reasonable requests relating to religious observance and practice.
- We have not identified any issues we are aiming to deal with in relation to the needs of groups of pupils with particular faith backgrounds.
- There are good relations between pupils who share a religious faith or other belief and others.
- We involve and consult pupils, families and others from different faith communities in developing policies and the curriculum.

How we advance equality of opportunity:

- The school will tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We will support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils by responding to individual needs and giving them time to speak about their individual beliefs and customs and valuing each individual at all times
- Our curriculum, including RE, supports pupils to be accepting of one another's

lifestyles and beliefs, as well as exploring shared values.

- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Add details of particular initiatives such as collective worship, assemblies and visits to local faith communities.
- The school is tackling bullying or harassment on the basis of faith and belief by following up each incident that arises
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islam phobia.

Religion and Belief: What has been the impact of our activities? What do we plan to do next?

Woodfield has a strong track record of sharing and celebrating beliefs and culture in assemblies and concerts.

Action

- We plan to continue to provide opportunities for pupils to share their values and beliefs with each other. **Person responsible Joan Moore**
- Continue to follow up any incident that is not acceptable in relation to faith or religion. **Person Responsible Nick Cooper**

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We will respond to any challenge on an individual basis in relation to gay, lesbian and bisexual pupils.
- We will foster good relations between pupils who have this protected characteristic and others. The school is concerned about prejudice-related bullying and the use of inappropriate language and will take action where necessary to stamp it out.
- The school ethos includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.
- We involve and consult with all members of the school community including lesbian, gay, and bisexual pupils and, where appropriate, their families, on issues that affect them.

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.
- We ensure that gay, lesbian and bisexual staff of staff feel comfortable, and are

supported to be open about their sexual orientation.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- All staff, including Learning Assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.
- Posters and pictures around the school are selected to reflect the full range of families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

Sexual Orientation: What has been the impact of our activities? What do we plan to do next?

The Relationship policy was reviewed in 2015- 2016 and adopted by the Governing Board in March 2016.

- We value difference at Woodfield and will continue to make this very high profile and part of the ongoing work in our Relationship Policy and our school ethos. **Person responsible- All staff**
- Lead contact- **Person responsible- Pam Ash**

Part 4: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

We will send the policy to all parents and ask for feedback. The HT will be available to discuss the policy with individual parents, staff, and governors. A copy will be available in the school office for any visitor to comment on.

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
2012	Parents and GB	Full agreement	NA
2013	Parents and GB	Full agreement	NA
2015	Parents and GB	Full agreement	NA
2016	Parents and GB	Full agreement	Suggested to have a lead person

			responsible for each objective. This was agreed and added

Part 5: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
2012	Year 14	Staffing the group/accommodation	Preparation for the timetable
2013/4	School expansion	Accommodation	Toilets and hygiene
2015	Free school application	Admissions criteria	Application- approved July 2016
2016	Decision to move the medical room to near the office on the ground floor.	More central for all pupils. Not isolated	Part of the refurbishment taking place in the summer of 2017.
2016	Refurbishment of KS5 toilets.	Insufficient facilities for the required numbers	Part of the refurbishment taking place in the summer of 2017.

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other

information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

- Have a three year sixth form starting in September 2012 so that the more vulnerable and complex pupils can have a year to understand and be ready to make a positive transition to college
- Send a cohort of higher attaining more independent pupils to Alperton Community School at the end of KS4 each year

Progress we are making on this objective:

**Year 14 is well established. Eleven pupils in 2016.
4 cohorts of pupils have transferred to Alperton Community School
Pupils gain external qualifications at GCSE. L1. and EL
One pupil in year 12 is now taking A level Art.**

Equality objective 2:

- Ensure that all curriculum areas makes the best possible use of being close to the centre of London and all that is on offer from a cultural and ethnic prospective.
- To embed arts and culture in the curriculum
- To continue to promote collaboration between the different groups and celebrate difference at every opportunity

Progress we are making on this objective:

Department SEF- includes evidence on trips and collaborative work
Arts Mark lead appointed September 2016
SMSC lead appointed September 2016

Equality objective 3:

The girls group in KS4 has proved successful in that the girls can explore issues to do with their gender in PSHE with their form tutor.

- Monitor the progress of the group socially
- Continue to provide discrete activities for girls
- Continue to monitor individual girls in mostly all boy groups.
- Ensure each girl has a female member of staff that is a key person they can turn to during their time at school

Progress we are making on this objective:

Girls continue to be supported socially- Pastoral Support Team

Discrete girls activities in PE and sports
All groups have access to a female member of staff

Equality objective 4:

- Continue to teach high quality RSE and parenting in our curriculum to ensure all pupils are fully informed about contraception and safe sex

Progress we are making on this objective:

New RSE policy consulted on in 2016 and on the agenda to be approved by GB in September 2016.

Part 7: Information about our employees

If we have more than 150 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of September 2016, the school employs 80 staff. Our staff is employed in the following main groups:

- Teaching staff
- Administrative
- Support staff
- Site Staff

As we employ less than 150 staff, we are not required to publish this information (i.e. information to fill in the tables below).

Age

	Under 21	21 - 30	31 - 40	41 - 50	51-60	61 - 70	71 - 79	Over 80
Number								
%								

Disability

Disabled	
Not disabled	
Not given / Unknown	

Ethnicity and race

	Number	% of staff		Number	% of staff
Asian or Asian British			Any other ethnic group		
Black or Black British			White		
Chinese			Prefer not to say		
Mixed			Not stated		

Gender

	% of all staff
Female	
Male	

Gender reassignment

Pregnancy and maternity

Religion and belief

Buddhist	Number		Jewish	Number	
	%			%	
Christian	Number		Muslim	Number	
	%			%	
Hindu	Number		Sikh	Number	
	%			%	
Jainism	Number		Other religion	Number	
	%			%	
Not known / Prefer not to say	Number				
	%				

Sexual orientation

Bisexual	Number		Gay woman or lesbian	Number	
	%			%	
Gay man	Number		Heterosexual	Number	
	%			%	
Not known	Number		Prefer not to say	Number	
	%			%	

Additional information

Policies and procedures

**All policies are presented to staff for consultation.
The staff handbook is available centrally and contains details of all procedures and systems.
In assessing changes that impact on staff, the school undertakes a risk assessment to ensure that no group is unduly disadvantaged.**

Recruitment and selection of staff

**Safer recruitment guidance is used in all appointments.
Posts are advertised internally and externally and on the school website.
Job descriptions and person specifications are specific to the post.**

Activities that promote equality for our employees

**All employees have access to information on our intranet.
The staff bulletin is a weekly document outlining all school business
The blue letter is available to all staff detailing information to parents and pupils.
All staff have access to high quality professional development and training.
All staff have performance management.
All staff take part in the staff survey annually.
All staff have access to the employee assistance programme.**

Grievances and disciplinary procedures

Published in the staff handbook and on the intranet.

Pay gap information

The school follows the national conditions for all staff groups. Applying the conditions ensures that there are no pay-gap issues.

What our employees say about equality issues

In the staff well being survey 2016- staff score highly on;

- **We all have a clear and shared understanding of what we are trying to achieve**
- **There are things about working here that make me want to stay**
- **There is an interest in the welfare and well being of the people who work here**

- **The people my colleagues and I deal with treat us with decency and respect**
- **I have the opportunities I need to advance and get ahead**
- **I can get the training and development I need to do my job well.**

In 2016 Woodfield School gained the Investors in People Gold Award.