

Woodfield School

2019-21



Equality & Cohesion Policy



Contents

Document 1

Part 1: Whole School Equality Policy Statement	2
Part 2: Definition of Discrimination	3
Part 3: Protected Characteristics	3
Part 4: Breaches of policy	9
Part 5: Review and Coverage	10

Document 2

Part 1: Institutional Duty 2019-21	8
Part 2: Pupil Information	2
Part 3: Our main equality challenges	8
Part 4: How we have due regard for equality	9
Part 5: Consultation and engagement	10
Part 6: Record of how we have considered equality issues when making decisions	12
Part 7: Our equality objectives	17
Part 8: Information about our employees	20

Part 1 - School policy statement on 'Equality and Community Cohesion'

This policy applies to direct employees of the Woodfield School, and other staff (engaged through, or by, an employment agency or bureau and supplied to the school on a temporary basis), and all job applicants regarding recruitment. It applies to all students, stakeholders and visitors to Woodfield School.

Woodfield School acknowledges and understands your rights under the Equality Act 2010 and our Headteacher, Leadership Team and Staff are committed to this through this policy as an employer and a service-provider. This is underpinned by the 9 protected characteristics:

- age
- disability
- gender
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race and ethnicity
- religion or belief
- sexual orientation

All are of equal value.

Woodfield Policy Principles

We expect:

- ✓ All students; staff and visitors to show respect, understanding and appreciation of their own and others protected characteristics.
- ✓ The staff, parents and the school curriculum will prepare our students to meet, live and work with people from different cultural, linguistic and ethnic backgrounds in an atmosphere of acceptance and co-operation.
- ✓ Students to be encouraged to build confidence through the review and implementation of EHCPs' our curriculum and daily provision to 'communicate' and challenge stereotypes and prejudices,
- ✓ All stakeholders and visitors to our community to 'speak out' and challenge stereotypes and prejudice through communications with the named personnel or at reception.
- ✓ Our school to be a safe, secure and stimulating place to work and provide teaching and learning.

We recognise:

- ✓ People have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- ✓ The diversity in need of our cohort of students and intend to address this through the review and implementation of individual EHCPs, our curriculum and our daily provision.
- ✓ It is unfair and unjust for anyone to be discriminated against and will seek to challenge and address such scenarios when raised.

Part 2 - Definition of Discrimination

What is Discrimination?

Discrimination is the unfair or prejudicial treatment of a person or groups based on 9 protected characteristics. That's the simple answer.

The human brain naturally puts things in categories to make sense of the world. Very young children quickly learn the difference between boys and girls, for instance. But the values we place on different categories are learned – from our parents, teachers and peers and the observations we make about how the world works. Often, discrimination stems from fear and misunderstanding. We aim to change this through a policy and action plan which challenges such behaviours which are unlawful.

Part 3 – Protected Characteristics

Age - Joan

We aim to celebrate and invest in all pupils and stakeholders, regardless of age and to support everyone to overcome the barriers to their full inclusion and participation in the school community.

How we advance equality of opportunity:

- Age will not account in recruitment decisions.
- The organisation has a responsibility to protect staff employees from discrimination, harassment and victimisation and will take appropriate steps to deal with actual or potential situations of this kind.
- If an employee feels that they have suffered discrimination, harassment or victimisation on grounds of age, their manager should make every effort to resolve the problem or complaint before implementing the formal procedure. HR may be contacted directly if the problem or complaint concerns the direct line manager.
- All employees who are able to carry out their work to an acceptable standard can remain at work for as long as they wish without fear of being forcibly retired at some arbitrary age.

How we foster good relations and promote community cohesion:

- We intend to offer equal opportunity to all within reason: no person of legal working age, is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.
- We engage in community activities with similar institutes and organisations
- We support local organisations through our intergenerational activities and curriculum
- We host assemblies which recognise, celebrate and inspire achievement and happiness amongst all ages.

Disability - Lloyd and Gerry

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

How we advance equality of opportunity:

- We Support our learners and staff with a disability, by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure the disability does not put the individual at a disadvantage compared to others.
- Involving our learners with disabilities, their families and staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- Strategise accessibility planning for to increase the extent to which students with a disability can participate in the curriculum,. This includes improving the physical environment of the school and increasing the availability of accessible information to people with a disability.
- Multi-disciplinary meetings including medical professionals, physiotherapists, occupational therapists and families to prescribe individual programmes which help learners understand their disability and overcome barriers to their learning and inclusion.

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 diversity and inclusion to promote equality.
- We ensure that the curriculum has positive images of a diverse range of people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that pupils are aware of difference in our community.

Ethnicity and Race (including EAL learners) Shane

We are committed to working for the equality of all ethnic groups, including balancing equality for BAME groups.

How we advance equality of opportunity:

- Monitoring the attainment and progress of all our pupils by ethnicity.
- Set targets to improve the attainment and progression rates of particular pupils who we identify as needing additional support or intervention
- 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 a variety of BAME festivals in assemblies and through a well planned whole school curriculum. 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 staff and curriculum challenges racism and stereotypes.
- We organise celebrations and special events for all our community to take part in.
- We will spread our coverage of particular events and achievements of BAME people throughout the year, carefully planned within all curriculum areas - not restricted to English and History.
- 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.

Gender - Amy

We are committed to improving the equality of women and men.

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 Identity or Reassignment – (TBC)

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.

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 PSHCEE, encourages pupils to develop an understanding of and respect for difference, and challenge negative stereotypes.

Pregnancy and Maternity/Paternity – Patsy

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

How we advance equality of opportunity:

- We provide sensitive and appropriate support to any pupil who is pregnant or expecting fathers who has recently had a baby, including respecting confidentiality when appropriate.
- We aim to provide information and support to pregnant pupils, expecting fathers, 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 and fathers to return to learning when they have had their babies.
- We work with other agencies to enable pregnant pupils and young mothers and fathers to reintegrate into school, through provision of a reintegration plan, in collaboration with the family of that child.
- We ensure that a pupil who becomes pregnant/fathers-to-be is entitled to authorised absence to perform their obligations, immediately before and at agreed times after the birth of her child.
- We provide suitable homework to meet pupils' needs while the pupil is not attending school.

How we foster good relations and promote community cohesion:

- We will support student(s) and their family to ensure they get the educational provision and where necessary extra professional support.
- We ensure we respond to any bullying of pregnant pupils/fathers to be in line with the school policies.
- Our PSHCEE curriculum encourages pupils to develop an understanding of the experiences of young parents and challenge negative stereotypes

Religion and Belief - Akmal

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

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 (SMSC) 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.
- We aim to provide a space daily for multi-faith use during specified times of the school day.
- We respect the rights and needs of all faiths to celebrate special occasions for deities and have procedures in place for special leave.
- We consider and where possible accommodate religious dietary requirements to cater for our staff and students

Sexual orientation - Dimpi and Amy

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

How we advance equality of opportunity:

- We ensure that persons who identify themselves as gay, lesbian bisexual or transsexual (LGBT+), feel comfortable, and are supported to be open about their sexual orientation.
- 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.

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 PSHCEE 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.

Marriage and Civil Partnership – Joan

How we advance equality of opportunity:

- The schools will ensure that equality of opportunity is provided for people applying for positions at the schools, regardless of their marital or civil partnership status.
- Respect and dignity towards children whose parents who are in a civil partnership will be upheld by pupils, teachers and other school staff.
- Parents of pupils who are in a civil partnership will be treated with dignity and respect.

How we foster good relations and promote community cohesion:

- Students are encouraged and supported to talk about their families and respect differences.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- We have procedures in place to ensure equal rights to special leave, including parental responsibility, to all staff

Part 4 - Breaches of the Policy

All staff should understand they, as well as their employer, will be held to account for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, students, parents and the public.

Woodfield School take seriously any complaints of bullying, harassment, victimisation and unlawful discrimination by any stakeholder or visitor in the course of the school community, work and activities.

Any reports of unlawful discrimination involving staff, or any adult working in the school will be recorded and require investigation under the schools grievance and/or disciplinary procedures, and any appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal.

Any reports of unlawful discrimination involving students will be recorded on schoolpod and require investigation under the schools relationship management procedures, and any appropriate action will be taken. Repeated serious incidents could amount to review of provision for the individual(s) concerned.

In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence!

The school will keep a record of all prejudice-related incidents and analyse the numbers, types and seriousness of incidents and how they are addressed.

Making a complaint

There are many avenues to report an incident of unlawful discrimination.

In the first instance for most incidents they can be reported to any teacher or the named person for that area as detailed above.

However, all students, parents and visitors can also report an incident of discrimination, bullying or harassment to any teacher, or where this involves a teacher, to the Key Stage Lead person or a member of the Senior Leadership Team (SLT).

All staff can report the incident to their line manager or where this concerns a colleague in the same team to SLT or governing body.

If an incident involves a member of SLT then a report can be made to the governing body or local authority.

Practice and policy

Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

Trust Policies

Accessibility Plan

Complaints Policy

Grievance

Managing Allegations against staff and others

Relationship Management Policy

Whistleblowing Policy

All related policies can be found on our school website:

<https://www.woodfield.brent.sch.uk/>

Part 5 - Review & Coverage - Lawrence Murray

Our Equalities Lead Person is responsible for review of this policy and will develop a steering group involving a variety of stakeholders to update bi-annually. We have accessible personnel who will ensure people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and all other stakeholders. Any consultation may lead to further revision and amendments to the policy. In addition we are obligated to publish updates on our coverage annually. This specific information can be found in our Equality & Cohesion Context and Rationale document.

As a specific Educational Provider to children and young people with Special Educational Needs and Disabilities (SEND) we reserve the right to make suitable and reasonable adjustments to nurture the holistic development of all our students. SEND schools have a duty to make reasonable adjustments to any provision, criterion or practice to keep pupils with disabilities from being put at a substantial disadvantage compared with pupils without disabilities. Therefore, this policy will be a focus of our School Improvement Plan and form a basis for review of curriculum provision and Equality review across the school.

The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy in conjunction with its reporting in relation to the Equality Plan for the schools;
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
- monitor the school's pupil behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.