



# Wadham School

## **Equality and Diversity Duty**

**October 2019**

Who is Responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Every 3 years
Approval Date	October 2019
Next Review	October 2022

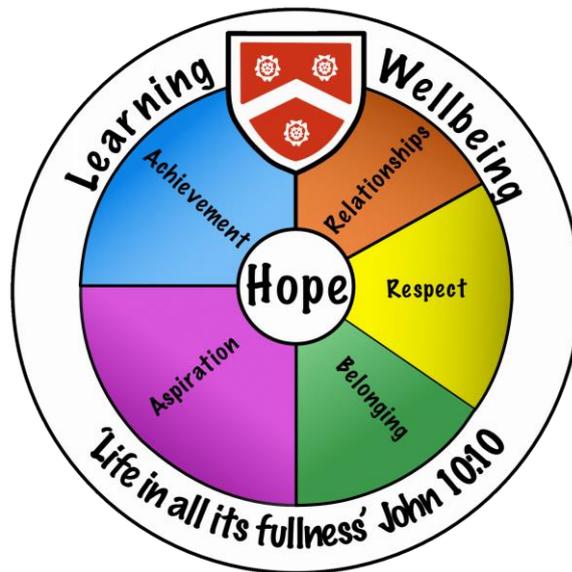
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**Wadham School**  
**Equality and diversity duty**  
**September 2019**

**Values**

Wadham School is a welcoming, friendly and inclusive school where students, staff and members of the wider community are valued and respected. Drawing on our Christian foundation and vision, we have developed our values wheel. This demonstrates that at the core of everything we do is hope for everyone who is a part of our School to live their life to the fullest in the five areas shown; achievement, aspiration, relationships, respect and belonging.



These key values are at the centre of all we do and are intrinsically linked and dependent upon one another. In light of this we are committed to the development of the whole person through a broad and balanced curriculum that provides equal opportunity for all members of the school community to experience fulfilment through these five areas.

## Aims

In meeting its duties in respect of Equality Schemes for the nine protected characteristics under law (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; colour or nationality; religion or belief; sex and sexual orientation) the school will aim to:

- Provide a secure environment in which all our students can flourish and achieve all five outcomes of Every Child Matters (to be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being)
- If required, eliminate discrimination that is unlawful under the DDA;
- Promote positive attitudes towards all people, oppose and challenge negative attitudes toward groups of people.
- Encourage participation by all people in public life regardless of disability;
- Prepare students for participation in Britain's multi-ethnic, diverse society;
- Help all students develop a sense of personal and cultural identity that is confident and open to change and respect the identities of others.
- Acknowledge and oppose any instances of persecution or discrimination including where it is based on one of the protected characteristics
- Work with parents and the wider school community to promote equality and opportunity for all

To achieve these aims we will:

- Involve stakeholders in the development and review of policy relating to Equality and Diversity;
- Publish and share our policy with the school and wider community
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all, respond to students diverse needs and overcome any potential barriers to learning
- Have high expectations of behaviour and attitudes from staff and students which demonstrate respect for others and the diversity of our community
- Create opportunities for students to experience life in modern Britain in all its diversity

## **Promoting equality of opportunity**

- The School will make any reasonable adjustments necessary to secure equality of opportunity for all members of the School community. This may be due to disability, religious observance, gender reassignment or any of the nine protected characteristics.

## **Responsibilities**

### **The Governing Body**

The Governing Body is responsible for:

- The school's compliance with Equality and Diversity legislation
- The school's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure students are admitted without regard to ability, disability, gender or ethnic;
- Being involved, as appropriate, in dealing with serious breaches of the policy

### **The Headteacher**

It is the Headteacher's responsibility, in conjunction with the Senior Leadership Team, to:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant Continuous Professional Development
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with guidance;
- Report annually to the Governing Body on the school's compliance with the Equality and Diversity policy

### **All Staff**

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents of victimisation caused by perceived differences;

- Promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping;
- Promote equality and good relations and not discriminate on grounds of age, gender, race, colour, religion, disability or sexual orientation;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources
- Ensure school resources contain positive images of disability, religion, race and LGBTQ+ people.

## Students

The anti-bullying ambassadors and wellbeing champions feel students should:

- Have an awareness of the people around you
- Report bullying, harassment or discrimination to staff
- Respect all others whether student, staff or visitor
- Make all feel welcome

## Monitoring and Evaluation

- Data will be used to monitor the attainment and progress of students by gender, special educational need, free school meals (FSM) and ethnic group;
- The results of review and evaluation procedures will inform planning, target setting and school improvement objectives
- The site issues relevant within the Accessibility Plan will be reported to Governors

Policy statements for Disability Equality and Accessibility and Racial Equality are attached.

The policy and plans will be reviewed every three years.

## Disability Equality and Accessibility Plan 2016-2019

### Definition of disability

A disabled person (child or adult) is someone who has a *physical or mental impairment*, which has a *substantial and long-term* adverse effect on his or her ability to carry out *normal day-to-day activities*

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis
- **Substantial** means more than minor or trivial

- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

**Presence:** A register will identify how many disabled students there are in the school and which impairment groups are represented.

**Achievements:** A detailed analysis of outcome data for disabled students will focus on:

- Exams;
- Accredited learning;
- End of key stage outcomes;
- Achievements in extra curricular activities; and
- Broader outcomes pertaining to social and emotional development.