



# **WADHAM SCHOOL**

## **Governors' Statement on its Equality and Diversity Duty June 2016**

Approved by Governors .....

Date .....30 June 2016.....



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## Governors' Statement on its Equality and Diversity Duty

June 2016

The Governors policy on Equality and Diversity reflects the school's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender.

### **This policy is written in the context of:**

- The National Curriculum 2007
- The Race Relations (Amendment) Act 2000
- The Children Act 2004
- Every Child Matters Green Paper 2003
- National Healthy Schools Programme 1999
- The Equality Act 2010
- Schools Admissions Code 2009

### **Aims and Values**

Wadham School is a welcoming, friendly and inclusive school where students, staff and members of our wider community are valued highly and where tolerance, honesty, cooperation, optimism and mutual respect are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition of worth to all its members. Wadham is a school that fosters integrity, fairness and respect. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation. For all members of our community we seek to value aspirations and foster ambition and independence.

At Wadham School we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, local, national and global levels and implement all necessary actions in relation to ethnicity, gender, religion or belief, and socio-economic background.

In meeting its duties in respect of Equality Schemes for Disability, Race and Gender, 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 disabled people;
- Encourage participation by disabled people in public life;
- 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;
- Acknowledge instances of racism and homophobia and take steps to prevent them;
- Oppose all forms of racism, homophobia, xenophobia, prejudice and harassment
- 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 which demonstrate respect for others and the diversity of our community

## **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

## **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.

### Promoting equality of opportunity

The accessibility plan indicates many of the reasonable adjustments that will be made to secure equality of opportunity. In addition, staff will consider the reasonable adjustments required to involve all students in educational trips and visits.

## **Eliminating discrimination and harassment**

The following actions are planned:

- Continue to provide training opportunities for teaching assistants and other staff in meeting the needs of students with language and communication impairments;
- Information on all students with disabilities to be made available digitally and securely for staff;
- Awareness raising of disability-related harassment through assemblies and PSHE programme

## **Promoting positive attitudes**

We will seek to promote positive attitudes to disability in a number of ways including:

- Staff modelling respectful attitudes to disabled students, each other and parents;
- Representation of disabled people in positions of responsibility in the school; and
- Ensuring there are positive images of disability in school books and other materials.

## **Racial Equality**

### **What sort of school are we?**

The school currently draws its students from a mixed catchment area and has a genuinely comprehensive intake. We have an increasing percentage of students from ethnic minority groups.

### **Aims and Values**

In order to promote racial equality and cultural diversity we aim to:

- Respect and value the differences between people
- Prepare students for participation in Britain's multi-ethnic, diverse society
- Make the school a place where everyone, taking account of race, colour, language, religion, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity
- Promote good relations between different racial, cultural and religious groups within the school and within the wider community
- Acknowledge instances of racism and take steps to prevent them
- Oppose all forms of racism, xenophobia, racial prejudice and racial harassment
- Be proactive in tackling and eliminating unlawful discrimination

Our commitment to racial equality and cultural diversity involves all members of the school community – students, staff, parents/carers, governors and visitors, and applies to all areas of school life. These areas include:

- Staffing: recruitment, selection and professional development
- Curriculum
- Teaching and learning
- Assessment, achievement and progress
- Behaviour, discipline and exclusion
- Personal development and Pastoral Care
- Admissions and attendance
- Partnerships with parents/carers and the community

We are committed to:

- Actively tackling racial discrimination and promoting equal opportunities
- Promoting positive approaches to diversity
- Involving students, parents/carers, staff and governors in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
- Monitoring teaching and curriculum development to ensure high expectations of all students
- Encouraging and supporting all students and staff to achieve their best

### **Linguistic diversity**

We recognise and celebrate linguistic diversity in British society and, wherever possible, we offer bilingual support for students who are in the early stages of learning English

### **Religious observance**

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

### **Gender Equality**

#### **What sort of school are we?**

We are a mixed gender comprehensive school serving students from the age of 13 to 18 and we recognise the importance of this phase of development regarding identity for young people. Currently we serve a small number of students who identify as gay, lesbian or gender fluid

## **Aims and Values**

In order to promote gender equality we aim to:

- Respect and value the differences between people
- Prepare students for participation in Britain's diverse society
- Make the school a place where everyone, taking account of gender and sexual orientation feels welcomed, at ease and valued
- Promote good relations amongst all members of the community regardless of gender and sexual orientation
- Acknowledge instances of homophobia and sexism and take steps to prevent them
- Oppose all forms of homophobic and sexist harassment
- Be proactive in tackling and eliminating unlawful discrimination

Our commitment to this aspect of diversity involves all members of our community and all areas of school life. These include

- Staffing: recruitment, selection and professional development
- Curriculum
- Teaching and learning
- Assessment, achievement and progress
- Behaviour, discipline and exclusion
- Personal development and Pastoral Care
- Admissions and attendance
- Partnerships with parents/carers and the community

We are committed to:

- Actively tackling gender discrimination and promoting equal opportunities
- Promoting positive approaches to diversity
- Involving students, parents/carers, staff and governors in developing policies, procedures and practices which tackle gender discrimination and promote inclusion
- Monitoring teaching and curriculum development to ensure high expectations of all students
- Encouraging and supporting all students and staff to achieve their best