White Court School

Equal Opportunities and objectives Policy

Approved by:	Governors	**Date:**	21/1/22
Last reviewed on:	November 2021		
Next review due by:	November 2023		

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Appendix A - Equality objectives

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Our school will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/cares in the performance of its duties, policies and practices.

Discrimination means treating someone less (or more) favorably than a comparator. Harassment means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognize that discrimination can occur in the following ways and will activity work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services.
- Harassment
- Victimisation

3. Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement of all students and prepare them for life in a diverse society;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas;
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobia, transphobic and other discriminatory behaviour or prejudice;
- Provide opportunities for all pupils to appreciate their own culture and celebrate the diversity of others cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact of learning;
- Include teaching and classroom-based approaches appropriate for the whole school population which are inclusive and reflective of our students.
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues.

4. Admissions and exclusions

- Our admissions are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.
- Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

5. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

7. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT+ pupils who are being subjected to homophobic, biphobic or transphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic, biphobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

8. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Tackling discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Our Pupil task Force has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

9. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all genders

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed

by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Equality objectives

See Appendix A

11. Monitoring arrangements

The governing board / headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by governing board/headteacher at least every 4 years.

This document will be approved by governing board / headteacher.

12. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality and Diversity in Employment Policy
- Behaviour Policy
- Admissions Policy
- Policy for supporting children with medical needs at school
- Bullying Policy

ANNEX A: PROTECTED CHARACTERISTICS

The protected characteristics for the school's provisions are:

- Disability
- Gender Identity
- Pregnancy and Maternity
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age
- Marriage

Disability

Someone who has the protected characteristic of disability have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out regular day to day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, as re automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'regular day to day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glass or contact lenses, which is taken into account.

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical gender they were assigned at birth.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way, change of name or pronoun, as part of the personal process of change.

A person will be protected because of gender identity where they:

• Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:

• Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on

• They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected

• Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person • Undergo treatment related to gender reassignment, such as surgery or home therapy; or

• Have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected, because of the characteristic of gender reassignment

Pregnancy & Maternity

The Act lists pregnancy and maternity as a protected characteristic.

Ethnicity

Ethnicity means a person's:

• Race

• Nationality (including citizenship), and/or

• Ethnic or National Origin

And a racial group is composed of people who have or share a nationality or ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief.

It also includes a lack of any such religion or belief. A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism. A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

Gender

A person's gender refers to the fact that they are male, female, trans or gender-neutral. In relation to a group of people, it refers to either men, boys, women, girls or those who identify as transgender.

Sexual Orientation

Sexual orientation means the attraction a person feels towards someone else, which determines who they form intimate relationships with or are attracted to.

- Some people are attracted to those of the same gender (lesbian women and gay men)
- Some people are attracted to two genders (bisexual people)
- Some people are attracted to all genders (pansexual people)
- Some males are attracted to females and some females are attracted to males (heterosexual people)
- Some people have relationships but not sexual relationships (asexual people)

Everyone is protected from being treated poorly because of sexual orientation, whether they are bisexual, gay, lesbian, asexual, pansexual or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

Health and Wellbeing Strategy

We feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in the job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and wellbeing at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success
- Provide relevant training for all managers

• Ensure all necessary resources are provided.
• Identify those circumstances that may contribute to inappropriate levels of work-related stress.
• Consult with relevant trade union safety representatives and other stakeholders.
• Provide confidential counselling for staff as necessary
• Promote an emphasis and wellbeing
• Provide central support, resources and advisory services
• Produce and disseminate guidance notes
• Offer practical step by step procedures and guidance
• Provide training to staff
• Monitor the effectiveness of this policy through annual reporting.

Responsibility of the Senior Leadership Team Our Senior Leaders will:

• Ensure health and wellbeing are seen as priority
• Establish effective monitoring processes
• Make recommendations following consultation with staff
• Ensure the promotion of the policy throughout the organisation
• Provide support and guidance for individuals
• Allocate resources necessary Also we expect our senior staff to:
• Set an example to others
• Actively promote the principle of positive staff well being
• Be vigilant to employee's personal circumstances offering additional support as necessary
• Ensure that communication is always effective
• Ensure that bullying, harassment and discrimination are never tolerated.
• Refer employees (with their consent) to Occupational Health Service or counselling services
• Work with managers to initiate staff well-being focus groups where appropriate
• Conduct any investigation necessary to protect staff well-being
• Ensure effective measures are in place for monitoring all sickness absences for stress- related absence Middle Leaders:

Our Middle Leaders will:

• Monitor the wellbeing of their teams
• Ensure staff are fully trained for their duties
• Ensure staff are provided with meaningful developmental opportunities
• Monitor workloads to ensure staff are not overloaded
• Monitor working hours to ensure staff are not overworking.
• Attend relevant training as required
• Ensure any potential staff wellbeing issues are communicated to a member of the Senior Management Team as soon as possible.
• Ensure absence patterns are monitored and anomalies are reported to Senior Management

All Staff:

Are expected to:

- Look after the health and wellbeing of their colleagues
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and well-being in the workplace
- Raise issues of concern with their line manager
- Accept opportunities for occupational health review or counselling when recommended

Appendix 1

Equality strand	Action	How will impact be monitored	Who will be responsible	Time Frame	Early Success indicators
All	Publish and promote Equality Plan so all staff and Governors are aware of content	All staff and Governors aware.	Designated member of staff Head Teacher SLT	Spring 2022	Staff consider implementation in curriculum, displays, classroom environments
All	Curriculum coordinators monitor and analyse pupil achievement by race, gender and disability Monitor any discrepancies in achievement and consider reasons. Look at ways to reverse any observed trends.	Share information in termly staff curriculum meetings Share information during pupil progress meeting OPP reviews Annual Reviews	Curriculum coordinators SENCO SLT	Termly Summer 2022	'Narrow the gap' between different groups by intervention/ consideration of curriculum areas.
All	Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Use Positive Talk approach	Reduced incidence of low level behavior issues in class and around school	Head teacher SMT All staff LSA MITA training	Ongoing	Improved behavior of children moving around school – into assembly and lunch hall More focus on learning time in class as redundant statements reduced.
Disability Equality Duty	To keep under continual review & make reasonable adjustments as appropriate in order to	One plan termly reviews EHCP annual review Transition meetings/review	SENCO Head teacher Governors Teacher Parent	On-going	Child attends school Child happy to come to school Parent and child participate in termly/annual

	make the learning environment and curriculum accessible to all children, and in particular those with SEND, in consultation with parents/child/ external agencies as identified, agreed & appropriate	General feedback (ongoing)	External agency		reviews feedback
Community Cohesion	To increase parent / carers understanding of school life To continue to develop links with local community.		Termly events where parents invited into school to engage with learning	Ongoing	