



Equalities Policy

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Date of next review:	2027	Written by:	Rebecca Garratt
Type of policy:	Statutory	Committee:	FGB
Signature:			

Statement:

This policy outlines the commitment of the staff and governors at Wyre Forest School (WFS) to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everyone the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of people in school, celebrating and valuing the equal opportunities, achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents and carers
- Governors
- Multi-agency staff
- Visitors to school

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Our mission statement encapsulates these values.

Our mission is to develop our school into a centre of excellence with the highest possible standards of learning, care and support for all.

To achieve our goals, we are committed to:

1. Safeguarding the physical, emotional and mental well-being of all;
2. Providing a diverse, relevant and creative curriculum that meets the needs of the individual and supports them to become confident individuals, successful learners and responsible citizens of the future;
3. Working in partnership with parents, families and other professionals in helping individuals fulfil their potential and making all feel valued members of our school community;
4. Ongoing self-review in all aspects of our work to ensure we are aware of and deliver `best practice` across the full range of our responsibilities;
5. Going the `extra mile` to ensure barriers to learning and development of the individual are recognised, addressed and overcome.

At WFS, equality is the key principle for treating all people with respect and due consideration irrespective of gender, ethnicity, disability, religious belief, sexual orientation, age or any other recognised area of discrimination.

This policy was written with due regard to the following legislation:

- The Equalities Act (2006) amending the requirements of the Equal Pay Act [1970 (and Sex Discrimination Act)]
- The Disability Discrimination Act (2005)

- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children Act (2004)
- The European Directives
- The Employment Equalities (Sexual Orientation) Regulations (2003) and the
- Employment Equalities (Religious Beliefs) Regulations (2003)
- The respective Codes of Practice associated with Equalities Legislation

Monitoring and Evaluation

Equality is identified as an area requiring careful and on-going monitoring. There will be a designated member of staff responsible for co-ordinating the monitoring and evaluation of the impact of this policy. They will be responsible for:

- Leading discussions, arranging training, keeping staff updated through designated staff meeting time to discuss equalities within the school community;
- Working closely with the governing body who are responsible for this policy;
- Positively supporting the monitoring and evaluation activities to assess the impact and success of this policy which can be achieved through:
 - ❖ The monitoring of pupil performance data for individuals and groups of pupils
 - ❖ Exclusions and truancy
 - ❖ Incidents of racism, disability, sexist incidents and all forms of bullying
 - ❖ Parental involvement
 - ❖ Participation in extra-curricular activities
 - ❖ Attendance

Our monitoring activities will enable us to identify any differences in performance and take appropriate action to meet the needs of groups and individuals as well as revise and reset priorities in our School Development Plan.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all of our pupils with the opportunity to succeed and reach the highest level of personal achievement possible irrespective of the type of additional need each pupil might have. To do this learning and teaching will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds without stereotyping;
- Promote attitudes and values that will challenge discriminating behaviour;
- Provide opportunities for pupils to appreciate their own cultures and religions and celebrate diversity;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;

- Develop pupils' advocacy skills so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equality, diversity, religion, human rights and inclusion;
- All subjects, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groups;
- Take account of the performance of pupils when planning future learning and agreeing challenging targets;
- Make best use of all available resources to support the learning of all pupils;
- Identify resources that support staff development.

Learning Environment

There are high expectations of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not measure themselves against others. Parents are also encouraged to view their own child's achievements in this light.

To secure desired outcomes we recognise:

- We aim to meet all pupils' learning and developmental needs across the broad spectrum included within our special school.
- Adults in school will try to provide good, positive role models in their approach to all issues relating to equality.
- We aim to provide an environment in which all pupils have equal access to facilities and resources. This provides WFS with an additional challenge as we continue to operate across split sites, in old and temporary spaces, until our new, purpose built learning environment is complete.
- Teacher enthusiasm is a vital factor in achieving high levels of motivation and good results.
- A range of teaching methods will be used throughout the school to ensure that effective learning takes place across all key stages and levels of need for all pupils.
- All pupils are encouraged to be actively involved in their own learning.

Curriculum

At WFS we aim to ensure that:

- Our planning reflects our commitment to equality in all subject areas and across curriculum themes.
- Pupils have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure all pupils have access to a curriculum that takes into account the cultural and linguistic heritage of pupils and the wider community.
- All pupils have access to qualifications that recognise achievement across the spectrum of need within the school, and which promote progression.

Ethos and Atmosphere

At WFS we are aware that:

- School leaders are instrumental in demonstrating mutual respect and inclusion between everyone at the school.
- Openness and an atmosphere of trust and respect should be modelled by all staff and actively promoted between pupils.
- Pupils should be encouraged to greet visitors to the school with friendliness and respect.
- Displays around school should reflect the diversity of the wider community and be monitored for aspects of equality on a regular basis.
- As far as is currently reasonable, ensure access to all parts of the school are facilitated for those in wheelchairs and with mobility issues.
- Provision is made to cater for the spiritual needs of all pupils through the planning of assemblies as well as externally based activities.

Resources and Materials

The provision of good quality resources and materials at WFS is a high priority. Resources and materials should not include explicitly or implicitly racist, sexist, homophobic or ageist materials and should reflect:

- The reality of an ethnically, culturally and sexually diverse society
- A variety of viewpoints
- Positive images of males and females, including those with disabilities
- Non-stereotypical images of the local, national and international communities
- A due regard to health and safety matters so that resources are accessible for all members of the school community

Language

At WFS we recognise that all members of the school community use appropriate language that:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups
- Creates the conditions for all to develop high self-esteem
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit's instead of Eskimos

Extra-Curricular Provision

It is our policy to provide equal access to all activities from an early age e.g. mixed gender sports teams whenever possible.

We undertake to make all contributors to extra-curricular activities aware of the

school's Commitment to equalities issues and ensure all non-staff members are aware of this policy and, if they have contact with pupils, are DBS checked.

Provision for Bilingual Pupils

We undertake to make appropriate provision for all bilingual/EAL pupils to ensure access to the whole curriculum.

Personal Development and Pastoral Guidance

All pupils are encouraged to consider the full range of career and further education opportunities available to them. No discriminatory boundaries will be placed on them due to their disability, gender or race.

All pupils, parents, carers and staff will be offered appropriate support if they experience discrimination. We also recognise that perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore appropriate remedial work should take place to ensure that the action does not happen again.

Positive role models are used throughout the school to ensure different groups of pupils see themselves reflected in the school community.

Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and the distribution of responsibility amongst staff. This should include pupil access to a balance of male and female staff across the school.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

At WFS:

- Support from LA officers can be sought regarding recruitment to ensure compliance with current employment legislation.
- All posts are advertised and open to the widest pool of suitably qualified applicants.
- All of those involved in recruitment and selection will have due regard to this policy in order to avoid discrimination.
- The school welcomes applications from people in under-represented groups in the community.
- This equality policy and good practice are included as part of staff induction

processes.

- Access to professional development opportunities will be monitored on equality grounds.
- All supply staff are made aware of the policy regarding equalities.

Harassment and Bullying

It is the duty of the school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attention (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender or transgender.
- The school's Anti-Bullying policy and Staffs' Grievance policy detail how allegations will be dealt with.

Partnership with Parents/Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils achieve their potential.

We wish to affirm our continuing commitment to each other and to all diverse groups within our immediate community and beyond. We will do this through:

- All parents and carers being encouraged to participate at all levels in the full life of the school;
- Encouraging members of the local community to join in school activities, e.g. school fairs, religious celebrations and festivals;
- Using 'Outreach' principals to support pupils with special needs in local mainstream schools and those whose education is met through shared or part-time placements in this school and other local provision.

Responsibility for the Policy

All members of our school community have a responsibility in supporting the equality agenda. These are:

- The Governing Body – through:
 - ❖ *ensuring the school complies with equalities legislation and the maintenance, implementation and regular updating of this policy. There will be a named Equalities Governor who will act on behalf of the Governing Body in maintaining an overview of any breaches of this policy and subsequent action taken.*
- The Senior Leadership Team and Designated Teacher – through:
 - ❖ *Oversight of policy implementation;*
 - ❖ *Ensuring all staff are aware of the policy and expectations;*
 - ❖ *Ensuring staff receive relevant training and support;*
 - ❖ *Co-ordination of activities related to monitoring the impact of the policy;*

- ❖ *Liaison with identified Governor/s;*
- ❖ *Taking appropriate action in response to breaches of this policy.*

- All staff are responsible for:
 - ❖ Dealing with incidents of discrimination through knowing how to identify and challenge bias and stereotyping;
 - ❖ Not discriminating on grounds of race, gender or other equalities issues;
 - ❖ Keeping up to date with equalities legislation by attending agreed Continuing Professional Development opportunities.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practice including:

- Pupil achievement, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Learning and teaching
- Induction
- Admissions and attendance
- The curriculum and all learning provision
- Staff recruitment and retention
- Staff and Governor training and development
- Partnership with parents/carers and the wider community
- Visits and visitors