



Whitley Academy

**EQUALITY POLICY
2013/2016**

Last updated: Autumn 2013
Approved by Governors: November 2013
Next update: Autumn 2016

Equality Policy 2013 - 2016

1. Overarching Policy Statement

- a) The school's statement of philosophy is at the heart of everything we do, from the way we interact with each other in the classroom to the way we work with parents. It is a statement of equality of opportunity.

"As a comprehensive school, we value all members of our community as individual people with differing needs and abilities. We aim to provide a stimulating caring environment in which everyone can thrive".

- b) We recognise that the factors contributing to the diversity of our community affect learning. Our work to establish an equal opportunities policy leads us to appreciate that *ethnicity and bilingualism, gender (girls and boys), individual educational needs including deafness and giftedness, and social/economic circumstances* require teachers to be aware of different needs through planning lessons, organisation of pupils' work and the management of classes. We will all endeavour to ensure that every pupil at Whitley Academy has planned access to a broad and balanced curriculum.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- * ethnicity
 - * religion or belief and
 - * socio-economic background

2. Statutory Requirements

The equality objectives in Section 10 address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Coventry City Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 addresses our duty under the Education and Inspections Act 2006.

3. Community Cohesion: Context

Whitley Academy serves a mixed socio-economic area although a significant proportion of the students come from areas of social deprivation. In 2009 (plasc) 42% of the school population came from the lowest super output data (bottom 20%). Approximately 28% of students are in the lowest 10% deprivation index (and ½ of these in the lowest 1%). 12% of students have EAL and the transience of the population is rising.

2009 intake

Language – There are 29 different first languages; English is 86%, followed by Polish and Panjabi.

Ethnic groups – There are 20 different ethnic groups with White British as predominant at 78%.

6 different Religions are recognised with 5% being Muslim.

4. Responsibilities

One named governor takes the lead, but the governors as a whole are responsible for:

- * drawing up, publishing and implementing the school's equality objectives.
- * making sure the school complies with the relevant equality legislation; and
- * making sure the school Equality Policy and its procedures are followed.
- * monitoring progress towards the equality objectives and reporting annually.

The Principal is responsible for:

- * making sure steps are taken to address the school's stated equality objectives.
- * making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils and their parents/carers know about them.
- * producing regular information for staff and governors about the plans and how they are working.
- * making sure all staff know their responsibilities and receive training and support in carrying these out, and
- * taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- * enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- * promoting equality and community cohesion in their work.
- * avoiding unlawful discrimination against anyone.
- * fostering good relations between groups, and
- * dealing with prejudice-related incidents.
- * being able to recognise and tackle bias and stereotyping.
- * taking up training and learning opportunities.

The Vice Principal is responsible overall for:

- * dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- * following relevant school policy.

5. Staff Development

Using the staffing structure and whole school INSET opportunities to raise the awareness of staff on all aspects of equality of opportunity as an integral part of the work of the school.

6. Publication and Review

This Equality Policy fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2013.

7. How We Report on Progress and Impact

The school will ensure there is a consistent system of monitoring equality of opportunity through data collection & analysis.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How We Conduct Equality Impact Assessment

This section outlines our process for monitoring the potential impact of school practice in terms of:

- * ethnicity
- * religion or belief
- * socio-economic background
- * gender or gender identity
- * disability
- * sexual orientation and
- * age

Each department will look at outcomes in their subject areas analysed by these groups and plan appropriate support and intervention. This will be done in detail at the beginning of each school year, and regularly (6 weekly) at SLG, departmental meetings, vulnerable group meets and RMG meetings.

9. How We Chose Our Equality Objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i) from the assessment of equality impact listed in Section 8.
- ii) from the following data:
 - student/parent feedback (mentoring / counselling / Parents Evenings)
 - exam sub-group analysis
- iii) and from involving relevant people (including disabled people) from the start through discussion with pastoral staff and mentors.

This evidence is then analysed in order to choose objectives that will:

- i) promote equality of opportunity for members of identified groups
- ii) eliminate unlawful discrimination, harassment and victimisation, and
- iii) foster good relations between different groups in terms of:
 - * ethnicity
 - * religion or belief
 - * socio-economic background
 - * gender and gender identity

- * disability
- * sexual orientation and
- * age

10. **Three-Year Equality Objectives 2013-2016** (To be kept under regular review)

Through auditing processes and taking account of the views of those consulted, the school governing body have identified a range of equality and cohesion priorities for action over the three years of this policy. These are detailed below:

Equality of Opportunity: Ethnicity & Anti-Racism

We are committed to a comprehensive philosophy which provides equality of opportunity for all pupils regardless of race and culture. We must ensure that we provide an environment in which all members are valued.

We recognise that preparation for life in a multicultural society is relevant to all pupils.

We believe that the prime causes of prejudice and racism are ignorance and misunderstanding. The curriculum can be a potent force for challenging racist views of the world.

We recognise and value the ability of pupils who are able to speak a second language.

Despite an increase in the level of awareness, stereotypes and negative images of certain cultures still exist.

Stereotyping and racist jokes must be viewed as inaccurate and offensive.

Racial harassment is unacceptable and will always be considered as a serious breach of the Code of Conduct.

The selection of resources is crucial to combating discrimination.

Examples of Implementation Strategies

Overtly racist books and those which promote stereotyped images and concepts should be removed or used to highlight their un-acceptability.

All racist literature and materials should be confiscated immediately. Racist graffiti should be removed immediately.

All forms of racist abuse must be challenged firmly, consistently and appropriately by all staff. In the first instance this will be by the teacher most directly involved. Subsequent follow up will need to be agreed with the Vice Principal. Consideration should be given to:

- a. support and counselling for victim.
- b. counselling for perpetrator.
- c. informing families concerned.
- d. a written report to appropriate staff and recorded in the Anti-Racist Incident ring binder held by the Principal's P.A.

Curriculum areas should aim to portray a world wide perspective and not just a Euro centric one e.g. Students could study the contribution of other cultures to the development of Mathematics or Scientific achievement outside the western world.

Equality of Opportunity: Gender (boys and girls)

The curriculum is structured in such a way that there is equality of access to all areas and facilities.

Although we recognise that gender stereotyping can limit horizons and restrict choices, there is a city wide and National concern that some teachers treat girls and boys differently.

There is similar widespread concern that boys generally receive more teacher time, yet more boys underachieve.

National research clearly identifies the fact that boys dominate the use of resources (equipment, books, and computers) unless classroom management prevents this.

A firm stand must be taken against any form of sexual harassment (Please refer to "Being Safe at School (attached) for definition of sexual harassment). It is known that girls are subjected to sexist abuse both verbal and physical by some boys and that there is a less widespread problem of boys being verbally and physically abused by girls.

The school values all members of the community and must discourage prejudice regarding sexuality.

Examples of Implementation Strategies

All forms of sexual harassment should be challenged firmly consistently and appropriately, by all staff. In the first instance this will be by the teacher most directly involved. Subsequent follow up will need to be agreed with the Inclusion Team. Consideration should be given to:

- a. support and counselling for the victim.
- b. counselling for the perpetrator
- c. informing families concerned (in cases of abuse of a serious nature) and a written report recorded in the ring binder held by the Head's Secretary.

Learning Support Caseworkers are asked to ensure that all incidents reported to them are in writing.

Work with pupils e.g. through subject areas, PSE, Careers, RE, Health Ed to challenge stereotypes or expectations and extend self confidence in "non-traditional" roles.

Continue our work on behaviour management to include the exploration of strategies to control the amount of (non-essential) time spent with some boys at the expense of others AND to address the underachievement of boys issue.

Equality of Opportunity: Special Educational Needs Including Students with a Disability

Within the constraints of the staffing allowance at Whitley Academy, the Special Needs Department, and all staff aim to fulfil the provision of the 1993 Act for the Identification and Assessment of Special Educational Needs.

Opportunities are given to every child to receive the provision that they need/require as an individual to succeed in the classroom.

It is our policy that all pupils can fully access the National Curriculum alongside their peers, whatever their Special Need, through the provision of:

- in class support
- differentiated learning materials
- modified methodology and delivery

Pupils with Special Needs have the opportunity to be withdrawn for special help when appropriate.

Examples of Implementation Strategies

Each child's needs are assessed by Special Education Needs Staff, and appropriate provision is identified and co-ordinated by the SENCo. Details of each child's needs are described according to the 5 stage model outlined in the Education Act 1993 (Code of Practice).

- In-class support is offered to pupils at School Action Plus and above in some subjects.
- Differentiated learning materials and approaches in all subject areas.
- The Special Educational Needs staff have a responsibility for ensuring that the special needs of pupils are met by subject staff (within the resources that are available).
- The tutorial programme and year assemblies include activities designed to encourage pupils to value others as individuals and not judge others according to what they can or cannot do.
- Pupils who use offensive or demeaning language are challenged firmly consistently and appropriately by all staff. In the first instance this will be a teacher most directly involved. Subsequent follow up will need to be agreed with the Learning Support Caseworker. Consideration should be given to:
 - a. support and counselling for the victim.
 - b. counselling for the perpetrator
 - c. informing families concerned (in cases of abuse of a serious nature) and a written report recorded in the ring binder held by the Principal's Personal Assistant.
- Where appropriate, the school has procedures by which external agencies can be consulted to provide expert help for individuals.
- Prepare a disability plan that:
 - a. Increases access to the curriculum for disabled pupils.
 - b. Makes improvement to the physical environment that improves access.
 - c. Ensures an approach that builds disability equality in at strategic policy and classroom management level.

More details can be found in the school's Disability Plan & Access Booklet.

Equality of Opportunity: Vulnerable Students

We recognise that there are social and economic factors in the pupils' community that can act as barriers to achievement.

Students who are particularly vulnerable include:

- Looked After Children
- Young carers
- High levels of mobility
- Background of social deprivation
- Those with behavioural, emotional and social development issues.
- Pupils with a consistently poor attitude to learning.
- Pupils with poor attendance.

Examples of implementation strategies:

- Analysis of pupil's attendance at the Inclusion Team's weekly meetings (including the HSLO) and appropriate responses – letters, attendance group, attendance plan.
- Analysis of pupil's attitude to learning and behaviour by the Inclusion Co-ordinator and resulting plans in place to support students and staff.
- Identification of other vulnerable students at the earliest stage including KS2 → KS3 transition enabling appropriate curriculum and support inside the classroom and through appropriate agencies and The Base Team.

Other Social and Economic Circumstances

As a comprehensive school Whitley Academy's intake of pupils encompasses a wide range of economic and social circumstances.

All children are valued equally by the staff of the school who make on going and discrete arrangements to try to ensure that no children are educationally disadvantaged because of their home circumstances.

Academic expectations are not compromised for children from troubled or poor home backgrounds, but the school works sensitively to support these children in trying to overcome difficulties which are the result of these circumstances.

Examples of Implementation Strategies

Uniform can be made available to those children who need it.

Staff work in collaboration with other agencies on behalf of children and families in need of support.

Pupils who use offensive or demeaning language are firmly, consistently and appropriately challenged by all staff. In the first instance this will be by the teacher most directly involved. Subsequent follow up will need to be agreed with the Learning Support Caseworker.

Consideration should be given to:

- a) support and counselling for victim.
- b) counselling for perpetrator.
- c) informing families concerned (in cases of abuse of a serious nature) and a written report recorded in the ring binder held by the Principal's Secretary.

Opportunities within the curriculum are identified which provide particular opportunities for exploring social and economic inequality.

11. Three-Year Disability Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students

This scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Governing Body, SLG and Finance committee will review annually.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- Eliminate harassment related to disability
- Eliminate discrimination
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples disabilities even where that involves treating disabled people more favourably than other people

The scheme covers students, staff, parents/carers and users of the school.

1. Starting Points

1A: "As a comprehensive school, we value all members of our community as individual people with differing needs and abilities. We are working to provide a stimulating and caring environment, in which everybody can thrive."

The school's statement of philosophy is our statement of equality of opportunity. *Members of our community come from a diverse cultural and socio – economic background and have a wide range of educational needs. It is at the heart of what we do that all are encouraged to respect each other's beliefs, traditions, experiences and needs and that we analyse and respond to diversity appropriately.*

We are proud of the rich diversity of our school community. Our response to the needs of disabled students is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all students to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to students diverse learning needs by:
 - creating effective learning environments;
 - securing students' motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
 - Overcoming potential barriers to learning and assessment for individuals and groups of students

1B: Information from data and analysis of need

The Disability Discrimination Act defines a disabled person as 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.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not by itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Whitley Academy shows a broad spread of ability, with a high level of students with low speech and language levels and a high proportion of students with Behaviour, emotional and Social Difficulties. 0.7% of students have a Statement of Special Educational Needs.

CPD

As a staff we also consider our duty to ensure that we embark on developing our own professional development and attend external training and CPD sessions in school.

We recognise the need to ensure training is repeated to include new staff that join the school.

The school implemented an Accessibility plan since 2006 and since that date the school are and have:

1. liaised with Alice Stevens our neighbouring school – on co-delivery of some curricular activities.
2. liaised with external agencies from CASS, EP Service, speech & language connexions and access technology
3. conducted a survey of need for students and parents/carers
4. consulted with architects and builders

- extension work to The Base
 - possibilities of widening doors, to allow access for wheelchair users
 - site access – external grounds (health & safety issues)
5. Investigated cost of wheelchair access to minibus.

As a result of investigations so far, we will be looking to upgrade access to classrooms for wheelchair users, however in Room F22 which is the Food Technology room there would be no available access to wheelchair users due to the situation of the access point which is accessible only via the main corridor, with a sharp right, then sharp left turn to classroom door. These constraints would make it difficult for a disabled student to access Food technology equipment, cookers etc as part of the curriculum.

School trips are planned on the basis that all students are included.

Using RAISE online and lesson observations we track and analyse the achievement of all our students.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The school reviews all its policies regularly and always ensures meeting the needs of individual students.

1C: Views of those consulted during the development of the Scheme.

The priorities for action have come from:

- A consultation with students (with and without disabilities)
- Advice from parents with disabilities who have students at the school
- Information gathered from external agencies

2A: Increasing the extent to which disabled students can participate in the school curriculum.

The school is committed to incorporating quality teaching in all lesson planning.

The SENCO, Inclusion Co-ordinator and Learning support team operate in a strategic way by:

- Evaluating the effectiveness of interventions and relative effectiveness
- Monitoring the appropriateness of student groupings
- Observing lessons – looking specifically at Target groups of students (including students with disabilities) and reviewing assessment for learning;
- SENCo monitoring the deployment of teaching assistants

2B: Improving the physical environment of the school to increase the extent to which disabled students, staff, parents/carers and others can access education and associated services.

See Accessibility/ action plan

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled:

See Accessibility / action plan

3: Making it Happen

3A: Management, coordination and implementation

The plan shows clear targets with personnel responsible and will be reviewed annually in line with whole school development plan.

The scheme should be looked at in conjunction with the following documents:

- School Self-evaluation form
- School Improvement Plan
- Staff training
- Health & Safety

3B: Plan Availability

The school plan is available by contacting the School Business Manager by e-mail: admin@whitleyacademy.com or telephone 024 7630 2580

12. Three-Year Community Cohesion Plan 2010-13

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- * the school community
- * local communities
- * communities across the UK
- * the global dimension