



## Equality Policy

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Learning | Effort | Aspiration | Respect | Nurture | Wellbeing

## Definition of the policy

At Wood Green School measures are taken to create an inclusive culture to ensure equal educational opportunities for all our students and staff at all times. We do not discriminate on the basis of any protected characteristics, namely: age (for employees, not for service provision), disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (and issues of transgender) and sexual orientation, in admission or employment and in access to our educational and professional programmes and activities. We take positive action to provide equal opportunity to all students and staff and others using school facilities.

## Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations among all members of the school community and particularly with respect to protected characteristics.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Guiding principles

In fulfilling the legal obligations cited above, we are guided by six principles (these are the equality principles of the Acer Trust):

**Principle 1:** All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.

**Principle 2:** We recognise and respect diversity.

**Principle 3:** We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

**Principle 4:** We observe good equalities practice in staff recruitment, retention and development

**Principle 5:** We aim to reduce and remove inequalities and barriers that may already exist

**Principle 6:** We aim to consult and involve the school community.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but nevertheless do take account of differences.

## Definitions of discrimination

- Unlawful direct discrimination is when a person is treated less favourably than others in comparable circumstances, because of a special characteristic such as age, gender, disability, or race.

- Indirect discrimination occurs when a provision, criterion or practice is applied equally to all, but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result.
- Victimisation is unlawful, which is treating a person less favourably because they have taken action in respect of discrimination eg by bringing a complaint or giving evidence for a colleague.
- Harassment is also unlawful and is when there is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of one of the relevant characteristics, eg race or gender etc.

## **Aims**

At Wood Green School we demonstrate equality for all protected characteristic groups through our values:

- we expect that all students will have the opportunity to learn and to achieve their full potential and be aspirational, secure in the knowledge of their own worth.
- we expect students and staff to treat each other with complete respect and dignity at all times.
- we recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding for everyone.

## **Implementation**

In order to translate the above policy into action, we will:

### *General*

- ensure that we comply with all relevant legislation
- communicate our commitment to equality and diversity to all members of the school community, for example through our website
- inform all staff, students and governors of their responsibilities in promoting and maintaining equality
- set up mechanisms for monitoring, evaluation and review.

### *Curriculum*

- the curriculum will display a discriminatory free approach to teaching and learning throughout the school
- departments will present opportunities for promoting cultural diversity within subjects.

### *Environment*

- all reasonable measures will be taken not to discriminate against students with protected characteristics
- staff will be informed at the beginning, and throughout the school year of any particular needs of the students
- we will maintain a strategic approach to ensuring that the school is a welcoming and accessible environment for all

### *Extra Curricular Activities*

- the school will endeavour to provide a wide range of activities which appeal to the interests of all students

### *Employment*

- the school will comply with the law regarding equal opportunities and employment
- new staff will be made aware of the policy and be welcome to contribute to its development
- advertising will state that we are an equal opportunities employer and we will appoint the best candidate for the job

## **Specific duties**

In order to meet our general duties, outlined above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are:

- To publish equality information, in order to demonstrate compliance with the general duty across its functions (we will not publish any information that specifically identify individual students or members of staff);
- To prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics listed above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provision as a school, namely:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice –related incidents
- Employment processes and patterns (staff)

### **Monitoring and evaluation**

The impact of this policy will be reviewed annually through leaders in their annual self-evaluations, and also through the school Equality Group. The impact of our policies on race, gender and disability equality will be reported through our key measures to the governing body.

This policy will be supported by appropriate training where required.

# Equality Objectives 2019 - 2022

## 1. (Linked to Principle 1) Eliminate discrimination - Student outcomes

To continue our focus on promoting positive outcomes for our priority learners who are vulnerable to underachievement, in particular those who have lower prior attainment or who are in receipt of PPG support, so they fulfil their potential.

## 2. (Linked to Principle 3) We will foster positive attitudes and relationships by more actively promoting positive role models from across the community. This will be led by our Equality Group.

To aim to eliminate completely all incidents involving prejudice against people with protected characteristics.

The Student Council has been recently reformed after a gap of over a year. One committee of the council is the 'Equalities' group. There has been parental interest in supporting this group too. It is intended that the Equalities Group will take on the role of finalizing, sharing and leading on delivering the Equality Objectives.

## Revised Equality Objectives April-October 2020

At the Governors meeting on 25<sup>th</sup> June 2020, our revised Equalities Priorities from April to October 2020 were agreed as:

	Priority	Lead
1	Ensure that the process for awarding grades for GCSE and A Level is fair and robust and do not disadvantage students through subjective assessment	IDG, DJA
2	Ensure that learning arrangements through the Virtual School do not disadvantage unreasonably students with limited access to resources and home support	NTM
3	Ensure that arrangements for the re-establishment of the curriculum address additional gaps caused by the Covid-19 arrangements	IDG, DJA

This reflected that working on our previous objectives would not be realistic during lockdown, and that our equalities priority was to ensure that the pandemic did not unfairly disadvantage any recognised group or individual in school.