



Woodford County
High School for Girls

SCHOOL POLICY

Equality Statement

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WOODFORD COUNTY HIGH SCHOOL

Equality Scheme 2016 – 2019

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1. Statement

This scheme outlines the commitment of the staff and Governors of Woodford County High School to promote equality.

- a. In accordance with our school aims we endeavour:
 - To provide our pupils with a full and balanced curriculum which encourages the intellectual and personal development of all students and which builds on prior experiences and achievements
 - To monitor the progress and attendance of different groups of students
 - To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - To promote equality and diversity in our school community
 - To educate pupils about equality and to help students to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand races, religions and ways of life different from their own
 - To create an environment in which students can understand the world in which they live and the interdependence of individuals, groups and nations
 - To respect the equal rights of our staff and other members of the local community.

- b. We will assess our current school practices (Equality Impact Assessment) and implement all necessary resulting actions in relation to:
 - Age
 - Disability
 - Gender & Gender Identity
 - Marital or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion
 - Sexual Orientation
 - Socio economic background

- 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
- Socio economic background

2. Statutory Requirements

The equality objectives in section 10 below, address our duties under current equality legislation up to and including the *Equality Act 2011*.

The Access plan in section 11 below addresses our duty under the *Special Education 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

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors of the community of Woodford County High School. As an inclusive school we ensure that all pupils are able to access the curriculum and to make progress and we encourage full participation in the activities that are on offer to them.

Ethnicity/culture context of the school

Woodford County high School serves a multi ethnic/cultural community and has above the national average of pupils with a heritage background other than white British. There are significantly more pupils at the school who are learning English as an additional language than the national average.

Religion/belief context of the school

Students are encouraged to share their own faith and learn about other people's faiths. They are taught about other faiths as part of their curriculum work.

Socio-economic context of the school

The deprivation indicators of the school are broadly below the national average, with the free school meal eligibility being well below the national average.

Current issues affecting cohesion at school

Racist incidents have been historically rare at school and pupils generally mix well between the different groups within the school community. On a few very rare occurrences the school has experienced racist graffiti painted (by vandals external to the school community) on buildings and facilities within the school grounds.

4. Responsibilities

The **Governing Body** a whole is 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 Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually.

The **Head Teacher** is responsible for:

- Making sure that 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 governors, staff, pupils, and their parents and carers know about them
- Producing regular information for staff and governors about the plans and how they are working, through the head teacher's report at full governing body meetings for example
- Making sure all staff know their responsibilities and receive information and support in carrying these out, for example in the staff handbook and access to policies on a shared server/internet
- Taking appropriate action in cases of harassment and discrimination, including prejudice related incidents
- Anticipating and enabling reasonable adjustments to be made in relation to disability, in regard to students, staff, parent/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
- Accessing training opportunities, as necessary

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The headteacher is responsible overall for:

- Investigating reports of prejudice related incidents

Visitors and contractors are responsible for:

- Following relevant school policy

5. Staff Development

The school will keep under review the training and development needs of staff in relation to equality and cohesion. Staff members are informed of the Special Educational Needs of students and of other issues relating to equality and inclusion (for example, the religious observations of groups of students).

As part of our school self evaluation issues relating to promoting equality are evaluated. The Action Plan and staff development program are based upon this evaluation as well as any issues arising from the individual performance management undertaken annually.

All staff (teaching and support) are entitled to request training in line with their identified needs. A record of all staff training is maintained.

6. Publication and Review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors will make it available on the school website (or in paper copy, on request.)

The scheme will be kept under regular review for three years as part of the ongoing policy review plan.

7. How we evaluate Progress

Progress on the actions listed below will be evaluated annually in the SEF and reviewed (summer term) by the governors. A report on progress will be published annually by the school governors.

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:

- Age
- Disability
- Gender & Gender Identity
- Marital or civil partnership
- Pregnancy and maternity
- Race
- Religion
- Sexual Orientation
- Socio economic background

Equality objectives identified by this process will be included in the three year plan in section 10 below, or in the School Action Plan as appropriate.

In addition to reporting progress on equality objectives annually to the Governing Body the following actions are routinely taken:

- Racist incidents are reported to the Local Authority
- Children with special needs are monitored and their progress is reported to their parents. A designated Governor maintains an overview of SEN provision
- We track pupil progress by age, ethnicity, socio economic background (FSM) and English as an additional language.
- Incidents of homophobia are recorded and monitored
- Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures, e.g. racist incidents, aggressive behaviour, and staff conduct

9. How we choose our equality objectives

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

- i. From the equality impact assessment listed in section 8 above

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- ii. From the following data
 - Pupil tracking
 - Reports of incidents
 - Inclusion in school activities (e.g. clubs, visits)
 - Exclusion reports
 - Raise-on-line
 - Child Protection, children in need and LAC information

- iii. And from involving relevant people (including disabled people) from the start in the following ways:
 - Parents through questionnaires & consultation meetings
 - Pupils through IEP Review meetings and
 - Outside agencies e.g. school nurse, counsellor etc
 - Staff, governing body and Local Education Authority

The evidence was then analysed in order to choose objectives that will:

- a. Promote equality of opportunity for members of identified groups
- b. Eliminate unlawful discrimination, harassment and victimisation, and
- c. Foster good relations between different groups in terms of:
 - Age
 - Disability
 - Gender & Gender Identity
 - Marital or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion
 - Sexual Orientation
 - Socio economic background

10. Three year equality objectives

| Item | Equality Objectives |
|------|---|
| 1 | To ensure that individual students needs are known and understood by obtaining accurate information about students special and additional needs on school entry Success Criteria: special and additional needs of students notified to teachers in September and progress of identified students tracked by Key Stage Co- |

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| | ordinators (and reported annually) |
| 2 | To monitor the developing needs of students in our care by conducting annual care plan meetings and SEN reviews together with liaison with external agencies as necessary Success Criteria: Care plan meetings & recommendations recorded. Annual impact assessment of intervention strategies. |
| 3 | To track the progress and attendance of different groups Success criteria - progress of different groups reported in SEF Section 1: achievement. Attendance patterns reported to Curriculum and Student Welfare Committee of Governing Body. |
| 4 | To enable unwell students to access work from home by virtue of Departmental Development of Fronter (MLE) Success criteria: Students supported to reach their individual targets despite ill health |
| 5 | To increase the level of pupil voice by supporting and developing the work of the School Council Success criteria – Minutes of meetings and student feedback demonstrating representation of a cross-section of views in development planning. |
| 6 | To ensure that the appointment of staff is in line with the equal opportunities legislation and that all reasonable adjustments are made to accommodate the needs of different groups of staff (e.g. religious observance) Success Criteria – Having a diverse and harmonious staff meeting the needs of the school as arising. |
| 7 | Improve the vegetarian meal options to ensure the canteen caters for the needs of the various groups and cultures within the school. Success Criteria – The sustained uptake of school lunches and the positive feedback of the school council. |

11. Three year Access Plan

| Item | Actions |
|--|---|
| 1. Improvements in access to the curriculum to ensure appropriate levels of training in school | To seek professional advice and provide INSET for staff as appropriate (e.g. as instances of autism, dyslexia, medical and behavioural problems arise) Success criteria – progress of girls with identified SEN |

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| 2. Physical improvements to increase access to education and associated services | To consider and address access needs and make suitable improvements to the building when practicable and where funds are available Success Criteria: Improved disability access to be actively considered in the early planning of any premises development, and disability access improved as a whole by the expansion process of the new science and teaching block. |
| 3. To involve students / colleagues with additional needs in planning provision | To conduct annual care plan meetings and SEN reviews Success criteria: attendance of parents and students at care plan & SEN reviews |
| 4. To accommodate medical dietary needs | To record individual dietary needs through cashless catering system and to ensure that all food is clearly and unequivocally labelled Success criteria – absence of allergic reactions triggered by canteen food |

12. Three Year Community Cohesion Plan

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in section 3 above, 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

| Item | Actions |
|----------------------|---|
| The School Community | <ul style="list-style-type: none"> • The House System and a calendar of school events will promote interaction and active co-operation between |

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|---------------------------|---|
| | <p>students of different ages and of different ethnic backgrounds</p> <ul style="list-style-type: none"> • The School Council will be supported actively to consider not only the interests of students of different ages but also those of different ethnic backgrounds • Successful pilot of after school clubs will be continued to give the pupils access to a range of enrichment activities. |
| Local Communities | <ul style="list-style-type: none"> • Students will be encouraged to use their talents to the benefit of the local community (e.g. musical performances, P.E in primary schools etc) • The School will continue to subsidise the Voluntary Service Programme in the Sixth Form • Charitable fund raising will support local as well as national / international charities • The school will seek new opportunities to work in partnership with other local schools • Travel plan updated and aiming for GOLD status with objective to reduce car use on school journeys. |
| Communities across the UK | <ul style="list-style-type: none"> • Assemblies and special activities in school will involve students in national celebrations (e.g. DofE Award 60th birthday, Tour de France, Queens 90th Birthday, School Centenary Celebrations etc) • Students will be given the opportunity to participate in national competitions |
| The Global Dimension | <ul style="list-style-type: none"> • The school will promote fair trade ethics through curriculum provision and worship provision • The School will, by learning opportunities and by example promote sustainability • Special events in school will allow students to experience cultures other than their own • Curriculum visits will offer students the opportunity to experience cultures other than their own • Senior students will be given the chance to participate in challenging expeditions abroad, involving active involvement in a community project • Welcome schools committed to share its skills with other professionals, both locally and internationally, e.g. Intel Conference 2015 |
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The Governing Body agreed this Equality Scheme and Action Plan on 28th January 2016.

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The equality Scheme will be reviewed in the January 2019

13. Approval/Amendment

This policy is approved by the Governing Body of Woodford County High School. Any Amendments to this Policy require approval by the Governing Body of Woodford County High School.

14. Questions

If you have any questions about this present statement of policy, please contact the School Business Manager, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.