

Woodcroft Academy

Equality and Diversity Policy and Objectives March 2022



Approved By:	Mrs H Hewitt
Last Reviewed on:	March 2022
Next Review due by:	March 2026

1. Equality and Diversity Statement

At Woodcroft Academy we aim to provide a secure, inclusive and purposeful environment, which fosters high expectations for all. We try hard to develop inclusive values/equal opportunities and social justice for all and this vision is shared between staff, students, governors, parents/carers. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

The school currently has 150 children on roll aged from 3 – 9 years. The school is divided into six year groups, one class per year group. All areas of the school are available for use by all pupils. Specialist staff and ‘class teacher responsibilities’ are allocated to year groups.

2. Legal Duties

We welcome our duties under the **Equality Act 2010**, **Special education Needs and Disability Act (SENDA) 2001** and **Educations and Inspections Act 2006**.

The Academy’s general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Woodcroft Academy will make a proportionate response to any issues that may arise regarding these nine protected characteristics to ensure compliance with the Equality Act of 2010.

What is unlawful?

- **Direct Discrimination** – Less favourable treatment because of a protected characteristic.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

While it is unlawful to discriminate against a pupil with regards to the above-named characteristics, it is also unlawful to discriminate against another person with whom the child is associated e.g. parents.

Woodcroft Academy aims to take relevant, proportionate and effective response to any issues that may arise with regards to discrimination.

Reasonable Adjustments

Equality law recognises that bringing about equality for disabled people may mean changes being made or extra support being provided. This is the duty to make 'reasonable adjustments.'

Schools are required to make 'reasonable adjustments' to ensure that, as far as is reasonable, people with a disability have the same access to everything that non-disabled people do. When a duty arises, school will take steps to remove, reduce or prevent the obstacles for a disabled person. School is only required to make adjustments where they have been made aware of the disability.

Public Sector Equality Duty (2011)

The Public Sector Equality Duty (2011) means that public bodies have to consider all individuals when carrying out their day to day work. At Meir Heath Academy, we will:

Eliminate unlawful discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Having ‘Due regard’ to the need to advance equality of opportunity is defined as the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

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

- Publish equality information – to demonstrate compliance with the general duty across its functions

We will not publish any information that can specifically identify any child

- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment

- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

3. Eliminating Discrimination

All learners are of equal value – All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Relevant differences are recognised - Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

We foster positive attitudes, relationships and a shared sense of belonging - Policies and programmes promote positive attitudes and interaction, mutual respect and good relations.

Staff recruitment, retention and development - Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion.

Current inequalities and barriers are addressed and reduced - In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Policy development involves widespread consultation and involvement – People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability.

Society as a whole benefits - Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Roles and Responsibilities

The Local Governing Committee will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school’s policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school’s Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Principal will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.
- carers and visitors to the school.

All staff will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

All pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

Visitors and contractors are responsible for following relevant school policy.

Staff Development

Staff undertake training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements as and when appropriate. This may take the format of staff meeting updates or full training sessions when needed. All staff are given equal opportunity to take part in staff training and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

5. Addressing Prejudice-Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

6. Collecting and Using Information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Equality, Equity, Diversity and Inclusion Policy.

7. Promoting Equality

The school's Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

8. Equality Objectives

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

- From the monitoring and analysis of pupil progress in the identified groups.
- From the Monitoring and evaluation evidence file, SEN files, Gifted and talented files, Vulnerable pupil information
- From involving relevant people including pupil and parental surveys.

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

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation.
- Foster good relations between different groups.

Our Objectives:

1. Ensure that children who are entitled to Pupil Premium make expected progress across the curriculum in relation to non-Pupil Premium children.
2. Ensure that the curriculum meets the needs of all children.
3. Ensure that staff and the governing body are aware of current legislation surrounding diversity and equality and understands the school's responsibility
4. Ensure that vulnerable groups of pupils including those with additional needs make at least expected progress academically, socially and emotionally. They are able to achieve challenging, personalised targets and the gaps in attainment for these pupils are reduced.
5. Ensure to raise attainment of more and most Able pupils throughout the school and have access to all pupils to engage in extended school provision.

9. Complaints Procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

10. Monitoring and Review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

A copy of Woodcroft Academy's Equality, Equity, Diversity and Inclusion Policy and the Accessibility Plan is available to view on the school's website and parents, carers and users of our school can request a from the school office. Requests can be made to have a copy in large print.



