



*respect    resilience    responsibility*

## Equality and Diversity Policy

Date: November 2018

Review Date: November 2019

## **1. Aims of Equality and Diversity Policy**

This policy should be read in conjunction with the other policies listed at the end of this document.

At Woodlands Community College we expect excellence for all. Equality and diversity at Woodlands Community College is about providing equality for all regardless of starting points. We are committed to striving for an environment free from discrimination, bullying, harassment and victimisation in which all can thrive and in which all members of the community are valued equally. We strive to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in the life of the school.

These aims are designed to ensure that the college meets the needs of all, taking account of ethnicity, culture, gender, religion, language, age, ability, disability, sexual orientation, race and social circumstances in line with the Equality Act of 2010.

## **2. Practice :**

### **a) Admissions and Attendance**

The college's admission policy is fair and equitable to all students, in line with our admissions policy.

The admissions process is monitored to ensure that it is administered fairly and consistently to all students, so that students from particular groups are not disadvantaged.

Comprehensive information about students' ethnicity, first language(s), religion etc is included in all admission forms.

Provision is made for leave of absence for religious observance, which includes staff as well as students.

Individual requests to change uniform on religious grounds will be considered by the Head teacher.

### **b) Teaching and Learning**

Each area of the curriculum is planned to incorporate the principles of the Equality Act of 2010 and is planned to promote positive attitudes to diversity.

Curriculum planning takes account of the ethnicity, backgrounds and needs of all students and is reviewed by SLT and departments regularly on at least an annual basis.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- All genders
- Students learning English as an additional language
- Students from minority ethnic groups;
- Students with special educational needs;
- Students who are looked after by the local authority;
- Students who are at risk of disaffection and exclusion.

The college monitors and evaluates its effectiveness in providing an appropriate curriculum for students of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students as well as the explicit teaching and celebration of British Values.

The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Teachers ensure that the classroom is an inclusive environment in which students feel all their contributions are valued.

All students have access to the mainstream curriculum.

Teachers take positive steps to include all groups or individuals.

Student grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review.

Extra curricular activities and special events cater for the interests and capabilities of all students.

Each academic year students will follow a comprehensive PSHE programme during tutor time which covers aspects of equality and diversity. These sessions are regularly reviewed and quality assured.

### **c) Behaviour, Discipline and Exclusions (See also Behaviour for Learning Policy).**

The college expects high standards of behaviour from all students.

Exclusions are monitored by gender, ethnicity, special educational need and socio-economic background. Action is taken to overcome the challenges for students who have been excluded on their reintegration back to school.

The college's procedures for disciplining students and managing behaviour are fair and applied equally to all. All staff follow the college's rewards and consequence system and are expected to apply them consistently. This is monitored carefully by the senior team.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is discriminatory or potentially damaging to any minority group, is always unacceptable. Victims of harassment or bullying are given appropriate support, including from external agencies where appropriate. The perpetrators are dealt with in line with school policy. All forms of bullying are recorded and monitored through the schools CPOM system and safeguarding procedures.

#### **d) Assessment, Student Achievement and Progress**

The school recognises all forms of achievement, analysing student's performance by ethnicity, gender, disability and additional educational needs and takes account of socio-economic circumstances and eligibility for the student premium grant. The college ensures that action is taken to counter any underperformance by identified groups.

All students have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all students. The college ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

Staff have very high expectations of all students and they continually challenge them to extend their learning and achieve higher standards. The college recognises and values all forms of achievement.

All students have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess students' progress.

#### **e) Staffing: Recruitment and Professional Development (See Recruitment Policy)**

The college adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LA guidelines. The College aims to ensure that no job applicant receives less favourable treatment because of Protected Characteristics. In the Equality Act 2010 these are defined as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

Steps are taken to ensure that everyone associated with the college is informed of the contents of this policy.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### **3. Responsibilities**

#### a) The Governing Body

- The Governing body has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory frameworks
- The Governing body has delegated the day to day responsibility for operating the policy to the Head teacher
- The Equality policy will be reviewed by the Governing body annually

#### b) The Head Teacher will be responsible for

- Making sure the policy is available and that all stakeholders are aware of it
- Making sure the policy and procedures are followed
- Making sure staff know their responsibilities in relation to the policy
- Taking action in cases of racial harassment and any form of discrimination

#### c) Staff are responsible for

- Promoting an inclusive and collaborative ethos in their classroom
- Dealing with any prejudice related incidents that may occur in their classroom
- Identifying and challenging bias and stereotyping in the classroom
- Supporting students in the class who are EAL or SEND

#### d) The SENCO is responsible for

- Ensuring the physical needs of all students with a disability are met to enable them to access the curriculum and have equal opportunity

- Providing all students with physical difficulties the appropriate support / access to the curriculum
- Monitoring the progress of all individuals with SEND
- Working with the EAL co ordinator to ensure students with EAL are able to access the curriculum as fully as possible

e) The member of SLT with responsibility for Pupil Premium will be responsible for

- Monitoring the progress of PP students
- Ensuring that the use of the PP Grant is appropriately targeted to ensure no PP student is unable to access the full curriculum

#### **4. Monitoring and Review**

An Equality Policy can only be shown to be effective if its implementation is properly monitored:

- The Equality policy is reviewed annually by the key person in charge
- All teaching staff are informed annually of the changes
- We will collect, analyse and use data in relation to progress and achievement and exclusion and attendance broken down into SEND, ethnicity, EAL, gender and socio economic indicators.

#### **5. Breaches of the policy**

Breaches of the policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and governing body.

If you believe that you may have been disadvantaged because of a Protected Characteristic, you are encouraged to raise the matter through the schools grievance procedure.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure.

#### **6. Linked policies:**

Teaching and Learning Policy  
 Curriculum Policy  
 British Values Statement  
 Attendance policy  
 Racial Harassment policy  
 Child Looked after policy

SEND policy  
School accessibility policy  
Admissions policy  
Recruitment policy  
Safeguarding policy  
Behaviour for Learning Policy  
Grievance procedure