



THE ARNEWOOD SCHOOL

11 – 19 Academy

“Working Together – Shaping Tomorrow”

ARN/0023

EQUALITY PLAN

2020 - 2023

POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	Equality Plan
Author:	SENDSCO
Persons/Committees etc consulted whilst document in draft:	Senior Leadership Team, Governing Body
Date agreed:	30.03.21
Date of next review/update and by whom:	March 2023, SLT
By whom agreed:	Governing Body
Copy obtainable from and/or distribution:	PA to Head Teacher
Date document issued:	30.03.21
Responsibility for dissemination to new staff:	Line Manager
Principal Target Audience:	All staff

Amendments Summary:

Amend. No.	Issued	Page	Subject
1	Nov 2020	1	Update front page
1	Nov 2020	4	Insertion in item 2
1	Nov 2020	5	Item 4 – update to various Acts; insertion of 9 characteristics
1	Nov 2020	9	Flowchart updated
2	March 2021		Whole policy review, changes made in line with the Equality Act 2010.

Check list for school staff and governors

- Is information collected on protected characteristics with regards to both students and staff e.g. student achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parent/carers and students?
- Is student achievement analysed by protected characteristic? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to protected characteristics?
- Are all students encouraged to participate in school life? Are students who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of students and staff monitored by protected characteristic, and is this information used to make a difference to the experience of other students? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to students, staff and visitors to the school? Are open evenings and other events which parent/carers, and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parent/carers, students and staff considered in the publishing and sending out of information, in terms of protected characteristics?
- Are procedures for the election of parent/carer governors open and/or accessible to candidates and voters who are disabled or who have any other protected characteristic?

THE ARNEWOOD SCHOOL (11-19 ACADEMY) EQUALITY PLAN

1. Mission statement
2. Mainstreaming equality, diversity into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
5. Consultation and Involvement
6. Roles and Responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publish the Plan
10. Action Plan

1. Mission statement

In line with our whole school aims;

- **Providing a diversity of teaching and learning styles in a positive environment**
- **Celebrating and supporting all those who respect the values of The Arnewood School**
- **Encouraging a sense of belonging to the Arnewood School and contributing to that identity in the local community**

We also firmly hold that:

at The Arnewood School we are committed to ensuring equality of education and opportunity for all students, staff, parent and carers receiving services from the school, irrespective of their race, , disability, sex, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be considered in accordance with the Equality Act 2010 and the Public Sector Equality Duty (PSED) which replaces the three separate sets of duties to promote disability, race and gender equality. This applies to all public bodies and extends certain protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and gender reassignment that we will monitor and use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying, harassment and stereotyping and creating an environment which champions respect for all. At The Arnewood School we believe that diversity and inclusion is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

THE PSED requires all public bodies in carrying out their duties to have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways. It should be noted that as far as schools are concerned, age will be a relevant characteristic in considering their duties as an employer but not in relation to pupils. The designated lead for the equality plan is the Headteacher.

Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Monitor achievement data by protected characteristics and take positive action to narrow any gaps or disproportionate impact identified;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of protected characteristics, without assumptions and stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parent/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of all our students.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and we try and ensure that we do not discriminate on the grounds of any protected characteristics or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any that are identified are addressed and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at The Arnewood School (11-19 Academy).

We are committed to the implementation of equality, diversity and inclusion principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce in accordance with the Equality Act 2010.

The potential equality impacts in relation to any protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination and that reasonable adjustments are considered where appropriate.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including any allegations of bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act (2010) which now covers all protected characteristics.

Under the Equality Act 2010 there are nine protected characteristics:

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

The action plan at the end of this Equality Plan outlines the actions The Arnewood School will take to meet the general duties detailed below. The PSED, as detailed above, replaces the previous sets of duties to promote race, disability and gender equality.

5. Consultation and involvement

It is a requirement that the development of this Equality Plan and the actions within it have been informed by the input of staff, students and parent and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent/carer questionnaire, parent/carers' evening, parent/carer-school forum meetings or governors' parent/carer-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parent, carers and students.
- The governors welcome all applications to join the school, whatever a child's socio-economic background or protected characteristic.
- The governing body ensures that no child is discriminated against whilst in our school on account of their protected characteristic or socio-economic background.

The role of the senior leader responsible for Equalities

- It is the senior leader responsible for Equalities role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the senior leader responsible for Equalities role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The senior leader responsible for Equalities ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The senior leader responsible for Equalities promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

- The senior leader responsible for Equalities treats all incidents of unfair treatment and any incidents of bullying, harassment or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the senior leader responsible for Equalities
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of an individual's protected characteristics is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist, sexist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / senior leader responsible for Equalities where necessary. All incidents are reported to the senior leader responsible for Equalities and racist incidents are reported to the governing body.

What is a discriminatory incident?

Harassment on grounds of an individual's characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

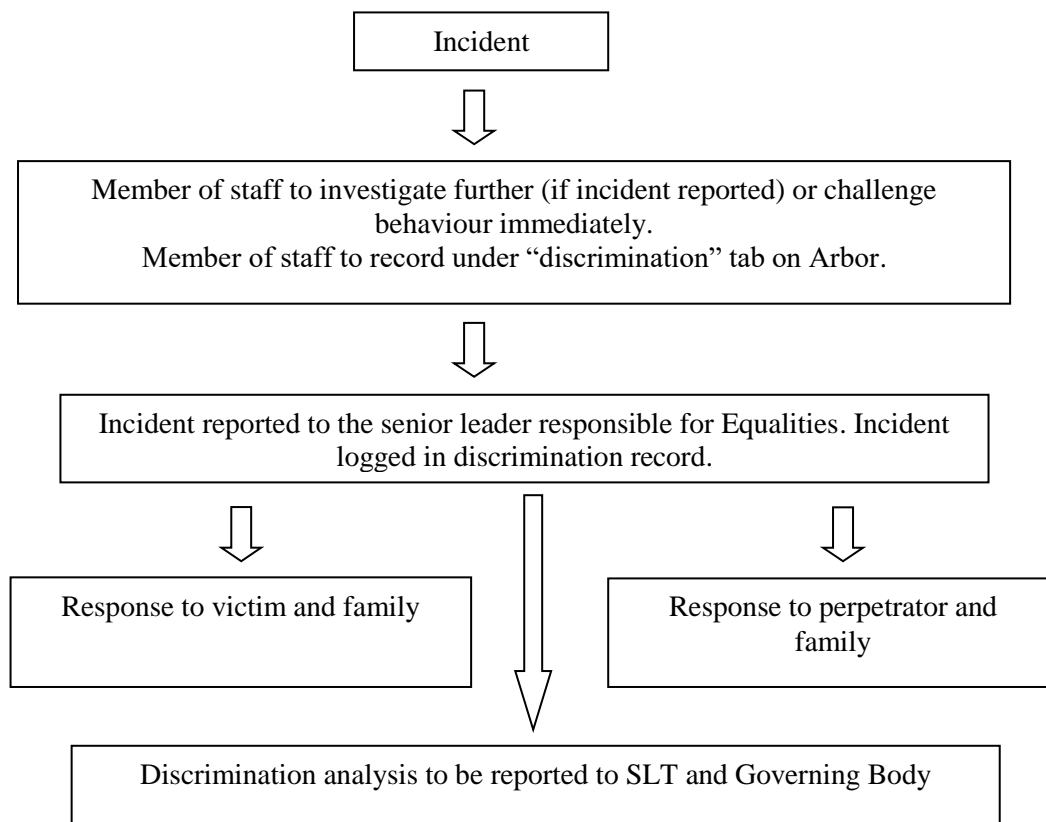
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their protected characteristic.
- Use of derogatory names, stereotypes, insults and jokes;
- Racist, sexist, homophobic or any other discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to a victim's protected characteristic
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of their protected characteristics

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we will regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish an Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
 - Make sure hard copies are available
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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent/carer awareness of Equality Scheme in annual survey?	Assistant Headteacher with responsibility for Equality		Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parent/carers are aware of the Equality Plan
	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.	Achievement data analysed by protected characteristic	Headteacher / Governing body Assistant Headteacher with responsibility for Equality HOCOLs	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	Assistant Headteacher with responsibility for Equality HOCOLs		Notable increase in participation and confidence of targeted groups
	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are students and parent/carers satisfied with the response?	Headteacher / Governing body		Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics	Increase in student participation, confidence and positive identity	All Staff	Ongoing	More diversity reflected in school displays across all year groups
	Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council and or the student working group for Equality, class assemblies, fund raising etc.	Student Voice – School Council representation monitored by race, gender, disability	Assistant Headteacher with responsibility for Equality		More diversity in school council membership