



Single Equalities Policy

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Principles

This policy outlines the commitment of the staff, pupils and governors of Worden to ensure that equality of opportunity is available to all members of the school community. For our school this means understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school and recognising, celebrating and valuing the achievements and strengths of all members of the school community. These include: pupils, staff, parents/carers, governors, multi-agency staff linked to the school, visitors to school and students on placement.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Worden equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Worden in Context

Worden is a smaller 564 (Feb 2023) than average secondary school.

This Intake is predominantly White British and are made up of 286 boys and 278 girls. None are registered disabled.

There are 36 teachers and 18 support staff, including 5 teaching assistants.

There are currently 4 Looked After Children.

FSM is above local/national at 21% averages and 2.2% have a statement of their special educational needs.

Ethos and Atmosphere

At Worden the leadership team fosters positive attitudes and relationships, and a shared sense of cohesion and belonging promoting a culture of mutual respect.

There is an openness of atmosphere which welcomes everyone to the school and this is frequently commented on by parents and other visitors to the school.

All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All pupils are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently changed to acknowledge and celebrate the success of pupils.

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities. This is reflected in the school SEF.

Pupils report (School Council) that everyone is treated fairly and listened to. They feel there is no favouritism and that the building is made accessible with lifts to the first floor. They noted that Teaching Assistants support anyone who needs help in class or around school and everyone joins in the extra curricular activities. Clubs like the VIP club make sure there is something for everyone.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with: pupils, staff, governors and parents. It is made available on the school web site.

Other information considered

- Differences in outcomes at the end of key stages for all groups
- Evidence of underachievement is identified
- Behaviour and exclusion data is analysed
- Attendance data is monitored regularly at all levels
- Participation in school activities is examined
- Analysis of application and appointments data, including internal promotions

Monitoring and Review

Worden is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students and this is detailed in the school SEF. The analysis of this information works towards removing barriers to achievement.

Regular assessments of pupils' progress are used for identification and intervention and the governing body receives regular updates about pupil performance.

Monitoring of performance is supplemented with a range of other information: Attendance, exclusions and truancy, racism and all other forms of bullying, parent involvement and participation in extracurricular activities.

Worden is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

To develop our practice we need to identify the range of profile information for the staff and Governors in post and to for applications for employment, training and promotion.

The promotion of equality is evident in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the head teacher

Their role is to: Lead discussions, organise training, update staff in staff meetings, support discussions; Work with the governing body on matters relating to equality; Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

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

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without

stereotyping

- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

At Worden there is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Worden recognises that teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils and promotes this ethos.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability.
- Worden will strive to meet all pupils' learning needs including the more able by rigorous assessment, evaluation and interventions where appropriate.
- The school provides an environment where all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- The physical learning environment – both internal and external, including displays and signage are accessible to all.

Curriculum

At Worden we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Worden is a high priority. These resources aim to:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
 - Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Worden that all members of the school community use appropriate language which: .

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

At Worden we undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

At Worden we make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Find opportunities to use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and would incorporate the needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils as the need arises.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This includes pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.

- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is to be monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community

Worden works with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- If the need arises Worden would actively explore the possibility of the school having a role to play in supporting new and settled communities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Worden will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The measurement of impact of the policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the policy

The policy will be available on the school web site and referred to in the school prospectus and newsletters.

Annual Review of progress

It is a legal requirement to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on your progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan. This report will be submitted to the governors.

Equality Impact Analysis (EIA)

Undertaking an EIAs will predict and assess what the implications of our policy will be on all our stakeholders

EIAs will help us to analyse all of our work to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

This will take place in September of each year as the analysis of student achievement shapes the ongoing school self evaluation and improvement plans.

Actions

Item	Action	Who/date
Behaviour and exclusion data	To be analysed by groups and interventions implemented as appropriate	SLT termly
Attendance data	To be analysed by groups and interventions implemented as appropriate	SLT termly
Participation in school activities	To be analysed by groups and interventions implemented as appropriate	SLT termly
Analysis of application and appointments data, including internal promotions	To be analysed by groups and appropriate action taken	SLT at each event
Analysis of profile information <ul style="list-style-type: none">• Staff• Governors• Training• Disciplinary• Grievance	To be established and updated	SLT on going