



Hadley Wood School

Equalities Policy



Based on the work of Camden Local Authority
and the Equalities Act 2010

Policy agreed: March 2016
Review date: March 2019

Introduction

Hadley Wood School is a Values-based, inclusive school, where we focus on the well-being and progress of every child and where all members of our community are considered to be of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between all people in our school community. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.



The protected characteristics to which we are referring are:

- age
- appearance
- class
- culture
- disability
- gender
- mental health
- politics
- race
- religion or belief
- sexual orientation

We acknowledge that there are other characteristics that could be the basis of discrimination and that some discrimination is unconscious. We welcome feedback from all stakeholders where they believe that they could have been the victim of unconscious bias.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, mental health issues, religion or belief, gender reassignment or sexual orientation.

Development of the policy

This policy was developed by the Hadley Wood School Equality Working Group in consultation with pupils, staff, governors and parents. It is part of our commitment to promoting equalities and providing an inclusive school. When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the current Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

Our approach to equality is based on the following 6 key principles:

1. All learners are of equal value

All learners at Hadley Wood School are recognised as learners of equal value regardless of their personal characteristics.

2. We recognise, respect and value difference and understand that diversity is a strength

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, mental health, race, ethnicity, gender, religion, belief or faith, sexual orientation and financial position. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, support and visit Hadley Wood.

3. We foster positive attitudes and relationships

At Hadley Wood School, we actively promote positive attitudes and mutual respect between groups and communities different from each other, encouraging our articulate children to discuss their beliefs and differences on an even platform. We pride ourselves on being a Values-based School, with a focus on the core vision and values agreed by all stakeholders at our annual School Parliament.

4. We foster a shared sense of cohesion and belonging

We want all stakeholders of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. To this end, we welcome the support of our Friends of Hadley Wood School (FHWS) and class representatives, as well as our Governors, who give up their time, voluntarily, to support and promote the school within the local community. Our curriculum also encompasses a local unit, where children spend time looking at, and visiting, areas of the local community, be it as part of a history or geography study, supporting a local charity or visits to local places of worship.

5. We observe good equalities practice for our staff

Hadley Wood School ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development, regardless of personal characteristics. Policies are updated regularly and agreed by the Governing Body to ensure up to date practices are adhered to.

6. We have the highest expectations of all our children

We pride ourselves on being an inclusive and Values-based high achieving school. We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have an active learning and teaching style, expecting all pupils to make good progress and achieve their highest potential. Our focus on producing **confident, capable** and **caring** children, who are able to articulate and discuss the behaviours that they wish to see and live by, is tied into the Government's focus on core British Values. We encourage our children to challenge poor and extreme behaviour of any kind. Our staff deliver the highest standards of education for all groups, including the most vulnerable groups, promoting academic excellence as well as emotional well-being for all.

Eliminating discrimination, harassment and victimisation

We actively promote equality and diversity through our values, the curriculum, focus weeks (including multicultural week) and by creating an environment which champions respect for all. All staff have had training on radicalisation and the Prevent Duty, enabling them to challenge any extremist views. The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, mental health issues, religion or belief, sexual orientation or gender reassignment. We take into account equality issues in relation to admissions and exclusions as well as the way we provide education for all of our children.

Behaviour, Exclusions and Attendance

The school's Promoting Positive Behaviour Policy takes full account of the duties under the Equality Act. The school values are woven into our day-to-day conversations and we prepare our children to be articulate and confident to challenge poor or extreme behaviour. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on behaviour, attendance, absence and exclusions from school for evidence of over-representation of different groups and take action promptly to address concerns, involving parents and outside agencies as appropriate.

We also collect, analyse and use data in relation to attendance and exclusions of different groups. This data is held on our Management Information System (MIS) ScholarPack. We also provide paper copies on prior request. The information is scrutinised by Governors who are responsible for ensuring

that no group is being disadvantaged.

We are aware that the legislation relates mainly to current but also to future pupils - we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school. At this time we are not able to accommodate wheelchair users, because of the design of the building, but access is considered whenever new developments are undertaken. Our Accessibility Plan is designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We seek to identify children who have emotional or mental health issues and take steps to remove the barriers to their learning.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

Positive Action

What we are doing to foster good relations

As a Values Based Education School. We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Multicultural week, guest speakers.

We include Equalities matters in our Newsletters to parents and Carers

Other ways we address equality issues

We have a rolling programme for reviewing all of our school policies, including in relation to equalities and their impact on the progress, safety and well being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that Governing Body and the governing body's sub committees are aware of this data.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. Where appropriate we will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Members of the governing body has a watching brief regarding the implementation of this policy - the Curriculum Chair for curriculum matters and the Staffing Chair for staffing matters.

Every governing body committee keeps aspects of the school's commitment to the Public Sector Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors review the Equality Policy and evaluate the success of the school's Equalities Work, taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- encourage children to challenge prejudice when they encounter it
- challenge unconscious prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in the Home School Agreement to enable them to do this.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities 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. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

The Policy will be ratified on behalf of the Governors by the Governors Curriculum Sub Committee. The final policy will be held on the school webpage where all stakeholders are able to view it.

It will be reviewed in March 2019 or earlier if necessary e.g. a change in legislation

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan, Self-Evaluation review, school policies and information on the school website and frequently within our fortnightly newsletters. There are also references to equality matters in the minutes of meetings involving governors, the whole staff, the senior leadership team, class parent representatives and school council.

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