



## EQUALITY AND DIVERSITY POLICY

*"The availability of the same rights, position and status to everyone regardless of gender, sexual orientation, age, race, ethnicity, disability or religion, with each individual being respected for who they are".*

This definition seeks to underline the school's values and commitment to tackling discrimination and providing equality of opportunity to all whilst recognising and valuing difference, and is further detailed below and in Appendix 1: 'Disability Discrimination'.

### 1. Mission Statement

Wallington High School for Girls is a welcoming school, where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person, within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, disability, race, gender, religion or sexual orientation. We endeavour to promote positive relationships with parents, Governors and members of the wider community.

- Wallington High School for Girls is committed to promoting equal opportunities.
- The school values diversity and encourages fairness and social justice.
- The school creates equal chances for everyone to work, learn and live free from discrimination and victimisation.
- The school will combat discrimination and will use its position of influence wherever possible to help overcome discriminatory barriers.

**In seeking to achieve this vision, the school will strive to:**

- Encourage equality of opportunity for all people and actively promote good relations and strive for inclusion.
- Eliminate any conditions, procedures and individual behaviour that can lead to discrimination even where there was no intent to discriminate.

### 2. Introduction

This policy has full regard to equal opportunities in the light of its statutory responsibilities under the Sex Discrimination, Disability Discrimination, Race Relations and Race Relations Amendment Acts, and the sexual orientation, religious and age regulations.

### 3. Implementation

**Equal opportunities should permeate all aspects of school life, and are the responsibility of every member of the school community.**

The implementation of the policy is the responsibility of all individuals within the school community. The

responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is the duty of the designated member of the Senior Leadership Group.

#### 4. Aims

- Provide a secure environment in which all our students can flourish and in which they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being.
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare students for life in a diverse society in which students are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of age, disability, ethnicity, gender, religion or sexual orientation.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

#### To achieve these aims, we will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

#### 5. Physical Access

Wallington High School for Girls will:

- Facilitate physical access into all buildings, providing, over time, additional features to improve access into existing buildings. Wallington High School for Girls will make, as a priority, access into as many of its existing facilities as possible. If unable to, it will provide a reasonable alternative.
- Monitor and evaluate accessibility in order to make improvements. In particular using consultation to understand the needs and expectations of service users, potential users and the workforce.
- Use communication methods that are appropriate and sensitive.
- Publicise the variety of ways in which the site can be accessed.
- Improve the accessibility of employment arrangements or physical features of the workplace to meet the needs of staff and applicants with disabilities or other needs.

- Work with partner organisations and agencies delivering services on behalf of Wallington High School for Girls to enhance access to services.
- Explore multi-channel access to information and services that extends choice and convenience to our stakeholders.

## 6. Responsibilities - All staff

All members of staff remain personally responsible for ensuring that they act within the law. The Senior Leadership Team are responsible for ensuring that all staff perform their duties in a lawful manner and that proper training and support is provided accordingly. All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable and may lead to disciplinary action.

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of bullying.
- Deal effectively with all incidents of bullying.
- Identify and challenge any perceived bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of age, disability, ethnicity, gender, religion or sexual orientation.
- Promote an inclusive curriculum and whole-school ethos which reflects our diverse society.
- Keep up-to-date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## 7. Leaders and Managers

It is the responsibility of Leaders and Managers to ensure that:

- They take the lead in creating a positive, inclusive ethos that challenges inappropriate language and behaviour.
- They are aware of the school's statutory duties in relation to equality legislation.
- All Leaders are familiar with all aspects of school policy, procedures and activities and are sensitive to matters of equality.
- Equality and diversity monitoring data is collected and analysed.
- Targets on recruitment, retention and achievement of learners are set, based on the analysis of monitoring data.
- They identify relevant staff training needs.
- Teaching observation reports include criteria on equality and diversity issues where appropriate.
- Internal verification procedures include scrutiny of equality and diversity issues.
- Curriculum areas assess performance in relation to equality issues and action taken if appropriate.
- The procedures for recruitment and promotion of staff model best practice in equality.
- Targets are set on the recruitment and promotion of staff based on the analysis of monitoring data.
- The school's publicity materials present appropriate and positive messages about minority groups.
- Staff induction programmes reflect the school's commitment to promote equality.

## 8. Governors

It is the responsibility of the Governing Body to;

- Promote equality of opportunity so that people from minority ethnic groups, and other under-represented groups, are encouraged to become School Governors.
- Ensure support is appropriate and adequate for all Governors.
- Receive training to update their understanding of equal opportunities and all equality issues.
- Take account of all relevant equal opportunities legislation.

## 9. Headteacher, Assistant Headteacher, EAL Co-ordinator

### The Headteacher will:

- Along with the Governing Body, ensure that this Equality and Diversity Policy and its related procedures and strategies are implemented.

### The Inclusion Assistant Headteacher will:

- Provide information about the achievements of students from different groups – e.g. gender, English as an Additional Language, SEN.

### The EAL Co-ordinator will:

- Ensure appropriate provision and support is in place for students with English as a second language.

## 10. Applications for jobs

The school will ensure that:

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment, and all other equalities legislation, and these procedures are followed rigorously by everyone involved.
- It communicates job opportunities to all sections of the community. We will scrutinise the recruitment process to ensure that we do not discriminate or discourage applications from any section of the community.
- All its employees who are part of the recruitment selection panel are trained on equalities issues.
- It will work appropriately with disadvantaged sections of the community in support of recruitment.
- It will collect and use recruitment information to support a fair and effective recruitment process.

## 11. Entitlement

The school considers the views and needs of all its parents, staff and students and other stakeholders. This includes clearly explaining what the school is doing and why, communicating both formally and informally with different groups and involving them in planning and decision making.

### For students

- All students have equal access to the full curriculum and extra-curricular activities.
- Every student is offered the support and guidance she needs.
- The achievement and progress of all students and groups of students are valued and celebrated.
- Attitudes towards, and expectations of, all groups of students are equal.
- Opportunities are given for all to share their experiences and cultural beliefs.
- Students learn to appreciate the multi-culturally diverse society in which they live and learn and have the courage to challenge discrimination and prejudice in all their forms.
- Students learn to understand the complex nature of society, and the world in which they live, and the interdependence of individuals, communities and ethnic and cultural groups.

#### For parents / carers

- All parents / carers are encouraged to support the school's vision of a non-discriminatory, harmonious learning community.
- All parents / carers are regularly informed of their daughter's progress.
- All parents / carers are actively encouraged to participate in the life of the school.
- Practical issues of access to the school or information about the school / their daughters will be addressed as needed.
- Parents from different aged groups, disabilities, ethnic minorities and gender are encouraged to become PFA Committee Members.

#### For staff

- All staff will be treated in accordance with this policy and be an integral part of its implementation.
- All staff will receive appropriate training on equality issues annually, with information given to staff in an induction booklet, thereby promoting diversity.
- Appropriate professional development opportunities are identified, and provided, for all staff.

#### For the community

- The school will have active links with the local community, representing diverse groups.
- The school's premises and facilities are equally available for use by all groups within the community.

#### For partners, contractors and service providers

- All partners, contractors and service providers will be responsible for adhering to any equality guidelines in agreements or contracts.
- The school is committed to ensuring that those organisations with which it works and employs, will demonstrate their commitment to equality and diversity and have policies and procedures in place to achieve this.

#### Retirement

- The Governing Body recognises that there cannot be any default retirement age and therefore employees will only be judged on their performance.

## 12. Learning Environment

- There is an 'openness' of atmosphere which welcomes everyone to the school.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Planning takes account of the differing needs of students and their progression.
- There are high expectations of all students.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able (see SEN Policy).
- All students have equal access to all facilities and resources.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.
- Home languages are celebrated and respected.
- When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.
- Learning experiences across the curriculum will be inclusive and will actively include learning and resources that reflect the diverse society in which we live.
- Students are supported through appropriate action and the provision of appropriate resources taking account of the different needs of students.
- Provision of first hand experiences for students to encounter people from other cultures is an integral part of the school's vision.

## 13. Resources and Materials

The provision of good quality resources and materials that, for example:

- Reflect the reality of our increasingly diverse society.
- Reflect a variety of viewpoints.
- Show positive images of females and males in society, including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Are equally accessible to all members of school community consistent with health and safety.
- Do not include any racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

#### **14. Language**

We recognise that it is important that all members of the school community use appropriate language which for example:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups.
- Creates the conditions for all people to develop their self-esteem.
- Uses correct terminology in referring to particular groups or individuals.

#### **15. Extra-curricular provision**

We provide equal access to all activities.

We will ensure that all members from outside organisations, who have contact with students, adhere to these guidelines.

#### **16. Monitoring and Review**

Equality of opportunity is identified as an area requiring careful and ongoing monitoring. The designated Leadership Group member is responsible for co-ordinating the monitoring and evaluation of the policy and will be responsible for:

- Leading discussions in staff meetings, which will include support staff, to discuss issues of equal opportunities within the school community.
- Working closely with the Governor responsible for this area.
- The Racial Harassment Log is recorded in SIMS.

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- The curriculum will be monitored to ensure there is a variety of learning activities that reflect the society in which we live.
- External examinations, including KS3 monitoring / assessment, GCSE, AS-level and A2-level scores.
- Participation in extra-curricular activities.
- Exclusions.
- Assessment of students' learning (any disparities in the attainment and progress of any particular groups will be investigated and action taken).
- Racist, sexist and unacceptable behaviour incidents.
- Results from screening for specific learning needs.
- Attendance.
- The staff recruitment and selection process.

## 17. Legislation

We are bound by the legal requirements of the following legislation:

- The Sex Discrimination Act 1995.
- Human Rights Act 1998.
- Civil Partnership Act 2004.
- Gender Recognition Act 2004.
- The Race Relations Amendment Act 2000.
- The Disability Discrimination Act 1995.
- The Disability Discrimination Act (Amendment) Regulations 2003.
- The Disability Discrimination Act 2005.
- The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005.
- The Special Educational Needs and Disability Act (SENDA) 2001.
- The Disability (Pensions) Regulations 2003.
- The Disability Rights Commission Act 1999.
- The Education (Modification of Enactments Relating to Employment) Order 2003: SI 2003/1964.
- The Education Act 1996: Part IV
- The Employment Equality (Age) Regulations 2006.
- The Employment Equality (Sex Discrimination) Regulations 2005.
- The Employment Equality (Religion or Belief) Regulations 2003: SI2003/1660.
- The Employment Equality (Sexual Orientation) Regulations 2003: SI2003/1661.
- The Equality Act 2006.

## 18. REVIEW

Reviewed: March 2014

To be reviewed: **This policy will be reviewed every two years through the School Improvement Plan and its effectiveness evaluated.**

## DISABILITY DISCRIMINATION

### 1. RATIONALE

Wallington High School for Girls welcomes its responsibilities to promote equality according to the Disability Equality Duty, and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled students and staff across all areas of school life.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing. The school's current Accessibility Plan will be cross-referenced to ensure that both plans are mutually supportive.

It is unlawful to discriminate against disabled persons in connection with employment, education and the range of services offered by the school. Reasonable adjustments will need to be made to accommodate people's needs.

This Policy should be read in conjunction with:

- the Accessibility Plan;
- the School Ethos and Values statements (staff handbook);
- the Behaviour for Learning policy;
- the Grievance Policy (staff);
- the Racial Equality Policy;
- the Spiritual, moral, social and cultural development policy.

### 2. DEFINITIONS

Within the legislation, disability is defined as a physical or mental impairment which has a long-term adverse effect on an individual's ability to carry out normal day-to-day activities. This includes people from the point of diagnosis with HIV infection, cancer, multiple sclerosis and a mental illness.

We are required to be proactive about how we mainstream disability equality to ensure that this is built into everything we do. At Wallington High School for Girls our duty is to:

- eliminate unlawful disability discrimination under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote equality of opportunity and positive attitudes towards disabled people;
- take steps to meet disabled people's needs (even if this means treating them more favourably);
- encourage participation by disabled people in public life;
- communicate the disability policy clearly to all concerned, in the medium most appropriate to the person requiring it.

### 3. WE AIM TO ACHIEVE THIS BY:

- a) Treating all those within the whole school community as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;

- b) Creating a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- c) Ensuring that no member of staff is less favourably treated in the school's procedures and practices in respect of recruitment; performance management; promotion; staff development; teaching environment and access to the premises;
- d) Enabling everyone within our school community to gain a positive self-image and high self esteem;
- e) Having high expectations of everyone involved with the whole school;
- f) Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly;
- g) To fulfil the requirements of the legislation to make 'reasonable adjustments' by striving to identify and remove all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- h) Monitoring and reviewing all of the above to seek and secure continuous improvement.

#### 4. ROLES AND RESPONSIBILITIES

- 4.1 **The LA** is responsible for ensuring the duties of the Act are carried out in the school.
- 4.2 **All staff** are responsible for upholding and promoting the School Statement, for promoting equality and raising the achievement of all students, including those with responsibilities.
- 4.3 **The Governing Body** of the school is responsible for ensuring that the duties required by the DDA and SENDDA and the provision of education and associated services. This includes Governing Body responsibility for volunteer helpers including parents, carers, support service teachers, school meals staff, after school clubs, or any other activity included in the school's provision.
- 4.4 **The Headteacher** will demonstrate through personal leadership and example the importance of this policy, by reporting at least annually on members of staff and students who have disabilities and the steps taken to ensure they are not treated less favourably. The Headteacher will:
  - ensure that the Governing Body policies are implemented;
  - identify and liaise with staff who have a disability;
  - identify where adjustments can be made;
  - report to the Governing Body those that cannot be made within the allocated resources, implement and maintain procedures that identify and eliminate areas of possible 'less favourable treatment' for disabled staff;
  - identify (in consultation with the LA and other as appropriate) students who have disabilities;
  - ensure that non-discriminatory practices are developed;
  - provide training for all staff in their responsibilities towards disabled students;
  - delegate responsibilities and tasks to other staff as appropriate;
  - liaise with parents / carers and agencies as necessary.
- 4.5 **Teachers** will familiarise themselves with this policy and know that their responsibility is to ensure:
  - that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as behavioural issues.
  - The development needs of disabled staff will be discussed with the member of staff on a regular basis.

- Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.
- Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.
- In all learning and teaching activities a full range of styles will be employed to ensure that no student is excluded from learning.
- Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled students.

4.6 **Support staff** will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

## 5. POLICY COMMITMENTS

### 5.1 Access

The school will endeavour to undertake all reasonable steps to:

- improve access for all persons: employees, students and visitors, in the built environment and to services;
- ensure that whenever possible disability standards are incorporated into all new, reconstructed or altered buildings;
- provide efficient information to people with disabilities regarding matters which affect them including equal access to information, decision-making and means of communication;
- develop minimum standards for all printed publicity.

### 5.2 Employment

The legislation makes it unlawful for an employer to discriminate unjustifiably / unreasonably against a disabled person in the field of employment. It also places a duty on employers to make reasonable adjustments to prevent any substantial disadvantage which a job applicant or disabled employee may experience in comparison with non-disabled people. Such adjustments may include, where economic, alterations to premises, equipment, selection procedures, training, work procedures etc. The employer is under an obligation to ensure that such adjustments are made if he or she has knowledge of an employee's disability, or could reasonably be expected to know of it.

It is the school's intention to appoint the best person for the job, and to do so legally. Equally we are committed to ensuring that disabled people receive full and proper consideration throughout the whole recruitment process.

The school will:

- consider areas of under-representation within the workforce, and any positive measures, which can be adopted to redress any perceived need;
- welcome applications from disabled people;
- monitor all aspects of the recruitment process and workforce statistics in order to identify action required to implement this policy successfully;
- ensure that disabled employees have equality of opportunity with regard to career development;
- retain, wherever possible, employees who become disabled in post. Appropriate retraining and rehabilitation will be reviewed with the Local Authority's Occupational Health Department;

- send copies of the relevant job vacancy (in the preferred medium where possible) to all people with disabilities who request these.

### 6. EDUCATIONAL PROVISION (CURRICULUM) AND ADMISSIONS AND TRANSFER PROCEDURES

The legislation aims to ensure that disabled people have equal opportunities to benefit from, and contribute to, the learning and services available at Wallington High School for Girls. It is unlawful to discriminate against disabled students by treating them less favourably than others. In addition, the school is required to provide certain reasonable adjustments to provision where students might otherwise be disadvantaged. The school will:

- select all applicants on the basis of their ability;
- ensure that all students with identified disabilities are given appropriate guidance on application and agreed help and support on their arrival and during any entrance tests;
- provide full access to the curriculum including alternative teaching and learning approaches for specific requirements;
- provide materials and resources in a format suitable and relevant to the disabled student's needs;
- organise individual educational packages in consultation with the Headteacher and relevant outside agencies;
- strive to exploit advances in technology to the benefit of the student;
- offer students with disabilities, and special needs, appropriate advice and support throughout their school career;
- provide information and training (where required) on the learning and teaching of disabled students in the school through the Inclusion Officer and relevant external agencies;
- involve disabled students in the planning, monitoring and evaluation of the school's provision;
- make best efforts to ensure that those providing disability services\* meet identified needs by both appropriate resourcing and training needs;
- explore whether behaviour issues may have an underlying disability causing this. The following underlying reasons may cause challenging behaviour: mental illness, mental health problems, learning difficulties, dyslexia, diabetes and epilepsy. The school will take into account these requirements when considering the inclusion of disabled students in the school's curriculum.

\* The provision of Disability services include:

- The inclusion officer
- The counseling service
- Senior staff with an overview of the student experience
- Subject teachers
- Form tutors
- IT services
- The Library
- Facilities management

### 7. COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed, they should raise the matter with their Line Manager and, if necessary, the Headteacher. If there is a formal complaint then the school's Grievance Procedure will be used.

## 8. MONITORING

The school will monitor the impact of this policy on students, parents, carers and staff. In particular, the school will monitor the impact of policies on the attainment of students.

To monitor students' performance and progress the school will collect information about the students' performance and progress, analyse it and use it to examine trends. To help interpret this information the school will monitor other areas that could have an adverse impact on students' attainment such as:

- Exclusion;
- Harassment and Bullying;
- Curriculum;
- Learning and Teaching;
- Sanctions and Rewards;
- Membership of the Governing Body;
- Parental / Carer involvement;
- Working with the community.

Created: 2008 - 2009

Reviewed: March 2014

Review date: 2015 - 2016 (or as legal requirements change)

Appendix 1