



# **Waterside Academy**

## **Equality and Diversity Policy**

**Reviewed spring 2016**

**To be reviewed spring 2019**

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Our equality vision and the values that underpin school life

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**Vision**

To enable every child at Waterside Academy to reach their full potential by providing a secure, happy and stimulating environment, where learning promotes thoughtful, caring and confident future citizens.

**Aims**

- To strive for academic excellence, ensuring all children progress to reach their full potential.
- To provide a broad, balanced and enriched curriculum which enables children to think creatively, to develop their skills and knowledge, and to be actively involved in their learning.
- To foster children's emotional wellbeing, resilience and good mental health.
- To continually seek to remove barriers to learning, to value diversity and to show respect for all individuals.
- To enable children, within a nurturing environment, to develop as respectful and caring global citizens contributing positively to their own economic wellbeing, their own community and the wider world.
- To work in partnership with children, families and our communities to nurture, demonstrate and teach positive values to develop happy, confident, independent life-long learners.

## 2: School Context

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### The characteristics of our school

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#### **Context and Location:**

- Waterside Academy is part of the Herts For Learning Multi Academy Trust.
- It is slightly smaller than average sized school with a mixed catchment from private, council and social priority housing.
- It is one-form entry with classes from Nursery to Year 6.
- The school is largely white British but we have a number of children from other cultures.
- There is a wide range of prior attainment and a wide range of abilities, including children with very significant needs.
- Waterside Academy has high mobility.
- Rowans local area is becoming increasingly deprived.
- The school works in partnership with many agencies.
- The school building is 50 years old. The school is single storey. The school is fully accessible.

#### **Socio-economic factors (including Free School Meals, Special Educational Needs and Disabilities, English as an Additional Language, Children Looked After etc.)**

The percentage of children who are/have:

- Free School Meals - 12%
- Eligible for the Pupil Premium grant - 22%
- Black and Minority Ethnic - 29%
- English as an Additional Language – 21%
- Special Educational Needs and Disabilities - 15%.
- Traveller Gypsy Roma Heritage - 0%.

*Note:*

*The demographics of Waterside Academy are changing. The above figures were correct when this policy was written.*

### 3: Legal Background

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#### The duties that underpin this policy

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Waterside Academy is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### ***The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:***

- *publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010;*
- *set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.*

#### ***Protected Characteristics***

*The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. In addition Waterside Academy protects pupils from discrimination and harassment based on social disadvantage (those pupils in receipt of free school meals and pupil premium).*

##### **a) Age**

Age discrimination in employment became unlawful on 1<sup>st</sup> October 2006. Regulations cover direct and indirect discrimination, harassment and victimisation, employers can be held responsible for the action of employees in all four cases. Regulations cover employment and vocational training. The regulations cover people of all ages, both old and young. All employers have new obligations to consider. Upper age limits for unfair dismissal and redundancy are removed. Occupational Pensions and Redundancy payments are covered by the regulations. Benefits based on length of service requirement of 5 years or less will be exempted and will be able to continue.

##### **b) Disability**

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under The Disability Discrimination Act (1995 and 2005). This places a positive duty on us to ensure that services

provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably.

At Waterside Academy we implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

### **c) Ethnicity and race**

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations.

### **d) Gender (sex) and e) Gender identity and reassignment**

The Sex Discrimination Act (1975) and the Equality Act (2006) places a positive duty on us not to treat anyone unfairly because of their gender. This means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women.

### **e) Religion and belief**

The Equality Act (Religion and Belief) 2010 provides protection for individuals against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief) in employment, and when goods, facilities and services are being provided. This extends to the delivery of education and other services by schools.

- **Direct Discrimination** – Treating a person less favourably than other people because of their religion or belief.
- **Indirect Discrimination** – Having a policy or practice (formal or informal) that, although apparently neutral, puts people at a disadvantage because of their religion or belief (or lack of it).
- **Victimisation** – Being treated unfairly as a result of making, or intending to make, a complaint of religion/belief related discrimination, or because they have helped another person to do so.

All pupils and parents, prospective pupils and their parents, staff and others using the school facilities are covered by the Act. The definition of religion and belief is wide enough to cover fringe or cult religions and a range of other philosophical beliefs (e.g. Humanism), but is not intended to include political beliefs (e.g. Communism) or support of a political party.

Lack of religion or belief is also included in the definition of 'religion' or 'belief'. This means that it is unlawful to discriminate against someone on the grounds that they do not have any religion or belief (e.g. an atheist) or that they do not adhere or sufficiently adhere to a particular religion or belief. Jewish people and Sikhs also have protection under the Race Relations Act.

## **f) Sexual orientation**

The Equality Act 2010 makes it unlawful to discriminate on the grounds of apparent or perceived sexual orientation in employment and when goods, facilities and other services are being provided. The regulations:

- compel a school to treat bullying on the basis of sexual orientation as seriously as bullying on the grounds of race, gender or disability;
- ensure all pupils have access to schooling and the benefits, facilities, or services provided at school, irrespective of their sexual orientation or that of their parents.
  
- **Direct Discrimination** – Treating people less favourably than other people because of their sexual orientation, or the sexual orientation of a person with whom they are associated, such as a parent or friend.
- **Indirect Discrimination** – Having a policy or practice that, although apparently neutral, puts people at a disadvantage because of their sexual orientation.
- **Victimisation** – Being treated unfairly as a result of making, or intending to make, a complaint of discrimination on the grounds of sexual discrimination, or because they helped another person to do so.

All pupils, parents, prospective pupils and parents, staff and others using the school facilities are covered by this act. Trans-gender people are also covered by the Sex Discrimination Act (amended in 2003).

Waterside Academy will provide appropriate care and support for the emerging identity of young people. The anti-bullying policy contains specific reference to homophobic behaviour, with name-calling and homophobic bullying being treated as seriously as a racist incident.

## **g) Social disadvantage**

Many pupils at Waterside Academy are in receipt of Free School Meals (FSM) and/or the pupil premium grant. This additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The school takes steps to ensure these pupils are not discriminated against. Similarly we take steps to ensure those who are not in receipt of pupil premium are also not discriminated against.

## **h) Community Cohesion**

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area. The duty on schools came into force from September 2007.

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. For schools, the term community has a number of dimensions including:

- the school community;

- the community within which the school is located;
- the UK community within which the school is located;
- the global community.

In addition, schools themselves create communities. Waterside Academy focuses on cohesion across different cultures, ethnic, religious and socio-economic groups.

#### 4: Implementation of the legal framework

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How does this effect our day-to-day working at Waterside Academy?

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### **Staffing**

Regulations impact on almost all employment matters and due consideration is given in the following policies and procedures:

- recruitment and selection;
- promotion;
- employment terms and conditions;
- pay and benefits;
- training and development;
- redundancy;
- retirement.

### **Pupils**

Schools must treat pupils equally and not subject them to any discrimination. The duty covers:

- admissions;
- exclusions;
- education;
- access to benefits, facilities and services;
- extended school services.

It is the responsibility of the governing body to ensure that policies on school uniform are fair and reasonable and take account of different social, religious or racial groups as with those of a disability or specific educational need.

We will ensure implementation through action in the following areas:

- **Relationships and ethos** – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying;
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups;
- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action;
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

We will also increase our focus on helping children and young people to learn to understand

others and to value diversity. This will be promoted through our shared Rowans values and British values. As of November 2014, schools must now promote British values, which are democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Advice from the DfE is to do so through spiritual, moral, social and cultural education (SMSC), as well as through the rest of the curriculum. We will also promote awareness of human rights, to apply and defend them and to develop the skills of participation and responsible action. We are committed to following DcSf guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them;
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- a programme of curriculum-based activities, whereby pupils' understanding of community and diversity is enriched through citizenship, PSHE, visits and meetings with members of different communities.

## 5: Monitoring, reviewing and assessing impact

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### How can we review and improve our practices?

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This policy is supported by Waterside Academy's equality action plan. Progress against this action plan is reviewed and reported upon annually to the governing body.

The School Development Plan ensures that schemes and action plans form an essential part of the school's action on equality. It includes targets determined by the governing body for, inclusion and equality in the school, promoting a cohesive community and equality in the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

A named member of staff and a named governor responsible for equality monitors specific outcomes (see roles and responsibilities) annually.

The Headteacher provides monitoring reports for review by the Governing Body. These include: school population, workforce recruitment, retention and progression, special initiatives, progress against Key Indicators and targets and future plans. Normally this is in the Headteacher report to Governors.

### Chain of accountability

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The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every term, key staff will report to the Headteacher on actions and progress. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work..

**The basic principle underlying the new specific duties is that of ‘transparency’, which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.**

### **Published Information**

There is a specific duty to demonstrate compliance with the public sector equality duty. *Waterside Academy will publish information annually.* Waterside Academy equality information will be available on the school website.

#### **Governors will:**

- provide leadership and drive for the development and regular review of the school’s equality and other policies;
- provide leadership and ensure the accountability of the Headteacher and other staff for the communication and implementation of school policies;
- highlight good practice and promote it throughout the school and wider community;
- provide appropriate role models for all staff and pupils;
- ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of ‘returns’ to the local authority).

#### **Headteacher and senior leaders will:**

- initiate and oversee the development and regular review of equality policies and procedures;
- consult pupils, staff and stakeholders in the development and review of the policies;
- ensure the effective communication of the policies to all pupils, staff and stakeholders;
- ensure that staff are trained as necessary to carry out the policies;
- oversee the effective implementation of the policies;
- provide appropriate role models for all staff and pupils;
- highlight and provide mechanisms for the sharing of good practice;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;

- ensure that the school carries out its statutory duties effectively.

**All staff will:**

- contribute to consultations and reviews;
- raise issues which could contribute to policy review and development;
- maintain awareness of the school's current equality policy and procedures;
- implement the policy as it applies to staff and pupils;
- behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme;
- provide a consistent response to incidents, e.g. bullying cases and racist incidents;
- contribute to the implementation of the school's equality scheme.

**All pupils will be expected to:**

- behave with respect and fairness to all peers and staff, carrying out the letter and spirit of the school's equality scheme;
- understand that they have the responsibility to act, and to report any issues of bullying or racist incidents;
- contribute to the implementation of the school's equality scheme.

**All parents/carers will:**

- be consulted on the policy and will be kept informed through the school website and the home school agreement;
- behave with respect and fairness to all peers and staff, carrying out the letter and spirit of the school's equality scheme;
- understand that they have the responsibility to act, and to report any issues of bullying or racist incidents;
- contribute to the implementation of the school's equality scheme.

## 7: Engagement

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Involving our learners, parents/carers and others

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**The development of the policy has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010:**

*“We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities by carrying out a stakeholder consultation.”*

*When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents/carers, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school’s approach, such as disability equality groups and other relevant special interest organisations.*

***Evidence of this engagement will be included in the published material showing how the duty has been addressed.***

## 8: Using Information – equality Impact assessment

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Evaluating the impact in terms of the outcomes

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### ***Equality Impact Assessment (EQIAs)***

***EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.***

9: Our school's equality objectives

Key priorities for action

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success	Timing	Review date
Impact Assessment Objective	Race Gender Disability	All school policies will be impact assessed with regard to disability, gender and/or race at the time of review. Issues arising will be carried forward into the equality action plan.	Headteacher and governors	When reviewed, all policies to be monitored for any issues arising.	Upon Review	Annual/ Bi-Annual
To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected levels of progress	Race Gender Disability Pupil Premium	As part of pupil progress meetings and on-going data analysis, gaps in attainment for vulnerable groups are analysed.	Headteacher Inclusion Leader	Pupil data shows gaps for vulnerable groups are closing.	End of each term	Annual
To ensure all members of the community feel welcomed and represented.	Race Gender	As part of pupil, parent and staff voice ensure all groups' voices are heard and acted upon.	Headteacher and governors	Stakeholders voice is analysed and concerns are clearly acted upon.	See stakeholder voice cycle	Annual
To ensure that all pupils have access to the extended and enriched curriculum.	Race Gender Disability Pupil Premium	Ensure accessibility plan and curriculum provision enable all groups to benefit from an extended and enriched curriculum.	Subject leaders	Curriculum reviews show due consideration to equality.	End of year	Annual

