



# Wood End School

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## Equality Policy

**Previously Reviewed: March 2015**

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**Reviewed By: Standards Committee**

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***Adapted from:***

**Signature: .....** (Headteacher) **Date: .....**

**Signature: .....** (Chair of Governors) **Date: .....**

***‘Learning Together, Respecting Each Other’***

***‘Wood End School is an inclusive school and respects and values the diversity of the community’***

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# 1: Vision and Values

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Our equality vision and the values that underpin school life

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*'Wood End School is an inclusive school and respects and values the diversity of the community'.*

Wood End is a school where everyone matters. We believe that every member of our learning community – whether adult or child – should feel that they are important and valued. We believe that schools should be inclusive communities that welcome and celebrate differences. Full and meaningful partnership with parents – and the active involvement of other members of the local community – is also valued.

We believe that every child is entitled to a first-class education. Schools should be exciting and stimulating; a place where all members of our community want to be. We value high quality teaching and believe that children should be motivated to take an active role in their own learning. Schools should celebrate achievement, in all its forms, and have high expectations for all children. We believe that children must feel secure and well-cared for in order to learn effectively. We value effort and believe that children should feel safe to make mistakes and to accept errors and misunderstandings as a positive part of the learning process.

We take a holistic view of children's development, focusing on the whole child. Whilst we value academic progress and we aim for the highest standards, we also believe that it is our duty to support and promote children's social, emotional and physical development. We expect all members of our school community to treat people and property with consideration and respect. We value good manners and the development of a strong moral code. It is important to understand that rights come in partnership with responsibilities. We believe that members of our community should demonstrate pride in our school in their appearance and behaviour. We believe that it is our duty to actively promote health, fitness and personal safety. We believe that we have a responsibility to promote environmental awareness and corporate responsibility for our world.

## **To achieve this we will:**

- 1 Respect the equal human rights of all our pupils and to educate them about equality.
- 2 Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- 3 Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
- 4 Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- 5 Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- 6 Respect the equal rights of our staff and other members of the community.

7 In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

## 2: School Context

The characteristics of our school

### A brief description of our school and its community setting

- Wood End is a large two form entry split site community school for children aged 3-11 years.
- The great majority of pupils live in the North Harpenden Ward, with a smaller number drawn from neighbouring areas. The deprivation indicator is well below the national average (0.03%) and the number of pupils entitled to FSM is also very low (0.8%)
- The Percentage of pupils living in 'adult higher education' homes is very high (40%). 45% of pupils live in 'high social class households compared with 20.1% nationally.
- RAISE online indicates that 9.4% of pupils are from minority ethnic backgrounds (compared with 23.3%) nationally
- The majority of the children are from a White British heritage. The proportion of pupils who speak English as an additional language is below average (5.1%) with an increasing range of languages spoken by the children e.g. Italian, French, Gujarati and Chinese
- Baseline records indicate that pupils attainment is broadly average to nursery classes
- The school works closely and effectively with other schools and outside agencies in the area as part of the Harpenden Local Partnership.

Characteristic	Total	Breakdown (number and %)
Number of pupils	515	Female = 261 (51%) Male = 254 (49%)
Number of staff	72	91.5% Female 8.4% Male
Number of governors	12	55% Female 45% Male
Religious character	None	
Attainment on entry		Above national average
Mobility of school population	9.7%	
Pupils eligible for FME	0.77%	
Deprivation factor	0.58%	
Disabled staff	0	
Disabled pupils (SEN/LDD)	0	

Disabled pupils (no SEN)	0	
BME pupils	0	
BME staff	0	
Pupils who speak English as an additional language	5%	
Average attendance rate	97%	
Significant partnerships, extended provision, etc.		Harpenden Local Partnership Jouster After School Club Breakfast Club
Awards, accreditations, specialist status		<ul style="list-style-type: none"> <li>• Silver ArtsMark (2018)</li> <li>• Primary Science Mark (2014)</li> <li>• Advanced SENCo (accredited) Programme (2018)</li> <li>• Headteacher Local Leader in Education (Since 2013) and Hertfordshire Professional Partner</li> </ul>

### 3: Legal Background

The duties that underpin our scheme

Our school 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:

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- **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.

- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

### Protected Characteristics

*The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:*

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

### Disability

At Wood End School 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 schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils. *See Accessible Schools document for the accessibility plans on CD*

### Community Cohesion

- 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.

## 4: Roles and Responsibilities and Publish Information

**Commitment to implementation:Commitment to action:Chain of accountability**

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

### Commitment to implementation

Headteacher, Mr Richard Boulton retains overall responsibility for ensuring that the action plan is delivered effectively. Every 6 months, managers and key staff will report to the Headteacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Mr Richard Boulton, Headteacher
Disability equality (including bullying incidents)	Mr Richard Boulton, Headteacher
SEN/LDD (including bullying incidents)	Mrs Sarah Millar SENDCo
Accessibility	Mr Richard Boulton, Headteacher
Gender equality (including bullying incidents)	Mr Richard Boulton, Headteacher
Race equality (including racist incidents)	Mr Richard Boulton Headteacher
Equality and diversity in curriculum content	Mr Richard Boulton Headteacher
Equality and diversity in pupil achievement	Mrs Kathryn Amos, Deputy Headteacher
Equality and diversity – behaviour and exclusions	Mr Richard Boulton, Headteacher
Participation in all aspects of school life	Mr Richard Boulton, Headteacher
Impact assessment	Mr Richard Boulton, Headteacher
Stakeholder consultation	Mr Richard Boulton, Headteacher
Policy review	Mr Richard Boulton, Headteacher Mrs Sally Veitch. Chair Standards Cttee
Communication and publishing	Mr Richard Boulton Headteacher

### **Commitment to review**

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

At Wood End School equality information will be published annually and made available on the school website.

### **Commitment to action**

#### **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 senior 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 managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- 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)

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**Headteachers and senior staff 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 managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- 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

**Line managers will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers 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/students will:**

- Behave with respect to all staff and pupils, following our school motto 'Learning Together, Respecting Each Other'
- Report any incidents, either bullying or racist to a member of staff.

**All Parents/carers will:**

- Behave with respect to all staff and pupils
- Report any incidents, either bullying or racist to a member of staff

## 5: Engagement

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Involving our learners, parents/carers and others

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### **Engagement – Participation and Involvement**

We have welcomed the participation and involvement of everyone from the whole school community. When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, 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.

## 6: Using information – Equality Impact Assessment, data and other information

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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/students and staff and that diversity, equality and inclusion run through all areas of school life.

## 7: Our School's Equality Objectives

Key priorities for action

### Achievements to date:

#### Disability

- New building work included ramp for disabled access into the school
- Resources for Downs Syndrome child purchased and having impact
- Clearly demarcated disability parking and two disabled parking bays installed
- Resources adapted and modified for children with visual impairment
- Curriculum issues focussed upon in order to ensure all learners can access activities.

#### Gender

- Close monitoring of pupil tracking data has highlighted areas for teachers to include strategies and intervention for single gender groups

#### Race

- we have developed a range of resources and materials to recognise as a whole school a variety of cultural celebrations and religious festival
- Multi-cultural week established in school
- Religious workshops have been in school

#### Other

- Governors and SLT have audited current progress on community cohesion and action plan has been written.

Our equality objective-setting process has involved gathering evidence as follows:

#### List of equality objectives:

Equality Objectives	Protected Characteristic
1. Thorough data analysis to track pupil progress	All characteristics
2.	
3.	
4.	
5.	
6.	

<b>Equality Objectives</b>	<b>Protected Characteristic</b>	<b>Responsibility</b>	<b>Measurable success Indicator</b>	<b>Timing</b>	<b>Review date</b>
To ensure that disadvantaged pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected progress.	Disadvantaged Pupils	Senior Leadership Team  All teachers	Attainment levels for disadvantaged pupils will rise	Ongoing	Reviewed annually through ASP  Governors review Termly
To ensure consistent reporting and recording of racist and bullying incidents throughout the school.	All	Senior Leadership Team  All teachers	All staff trained to complete paperwork as necessary.	Ongoing	Termly through Heads report to governors
To ensure a range of people come into school e.g. for assemblies to talk to the children about different cultures/religions	Race  Religions and beliefs	Headteacher  RE subject Leader	Evidence of people coming in and children having an understanding of different cultures	ongoing	Summer Term 2019
To further increase multi-cultural resources	Race  Religions and beliefs	Key Stage Leaders  Subject leaders	Greater range of books, artefacts, persona dolls etc	Ongoing	Budget allocated per year for multi cultural resources.