



**Single Equality Policy and Plan
Equal Opportunities and Respect for All**

1. Introduction

This document is designed to communicate our:

- Diversity Statement
- Legal responsibilities in terms of race, disability, gender and gender reassignment, pregnancy and maternity, age, religion or belief and sexual orientation
- Particular provision for Special Educational Needs
- Response to recent legislations
- Desire to fully meet statutory requirements
- Single Equality Plan

and give an overview of some actions we have taken to date.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes Equality for All within our community.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how the school is going to promote equality for disabled pupils, staff, parents and the wider community, we believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together - learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

2. National and Legal Context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relationships across groups within the community.

The three aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics.
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others.
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

3. School Context

The achievements of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will track

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discrimination by positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At the Walnuts we believe that diversity is a strength and as such should be celebrated by all who learn and teach here.

Pupil Profile as at Oct 2013

	Boys	Girls	TOTAL
White - British	60	16	76
White - Irish	1	0	1
White - any other	3	1	4
Mixed - White and Black Caribbean	2	0	2
Mixed - White and Black African	1	1	2
Mixed - White and Asian	1	0	1
Mixed - any other mixed background	1	1	2
Asian or Asian British - Indian	4	3	7
Asian or Asian British - Pakistani	6	1	7
Asian or Asian British - Bangladeshi	3	0	3
Asian or Asian British - any other Asian background	0	1	1
Black or Black British - Caribbean	2	1	3
Black or Black British - African	19	3	22
Black or Black British - any other Black background	8	0	8
Chinese	0	0	0
Gypsy / Roma	0	0	0
Traveller of Irish Heritage	0	0	0
Any other ethnic group / no response	6	1	7
TOTAL	117	29	146

All pupils have a statement of special educational needs. There are occasions where pupils are placed at the school on an Assessment Place while the statementing process is being undertaken.

2 pupils are Looked After Children

29 pupils have free school meals

4. Equality in Policy and Practice

In addition to the specific actions set out in the Plan, the Walnuts School operates equality of opportunity in its daily practice in the following ways:

Teaching and Learning

All classroom based staff receive training on autism and its effect on children's communications, behaviour, sensory processing etc. Safeguarding, Team Teach and emergency aid training form part of the school's rolling programme and relevant training for those working with individual pupils e.g., visual impairment or epilepsy etc., is also provided.

We:

- Use contextual data to improve the support we provide to individuals and groups;
- Monitor achievement data by ethnicity, disability, gender and other groups relevant to our setting and act upon findings;
- Take account of the achievements of all pupils when planning future learning and set challenging targets based on individual achievements;

- Promote quality of access and prepare pupils for life in a diverse society;
- Use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs;
- Challenge racist and discriminatory language and attitudes;
- Celebrate aspects of different cultures;
- Seek to involve parents and carers in supporting their child's education;
- Encourage discussion of equality issues in the classroom and staff room;
- Include teaching and learning styles which are inclusive and reflect the needs of our pupils.

Older children are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

Boys and girls are given the same opportunities throughout the school.

Links with local organisations e.g., Police where men and women fulfil the same work.

Community cohesion is promoted throughout all curricular areas and activities that we do within school as well as in the local community.

Students undertake studies of specific countries in Humanities as part of a themed topic e.g., Africa or India,

The Walnuts School has a Special Education Needs (SEN) Policy in line with the recommendations in the latest national SEN code of practice.

Admissions and Exclusions

The Walnuts School admissions are via the Special School Headteachers Admissions Panel which meets every half term and we do not discriminate on the grounds of race, gender or disability. Exclusions are rare and based on the school Behaviour Policy with regard to appeal.

5. Equal Opportunities for 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 applications and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects diversity of the community.

Employer Duties

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy and maternity and age are considered where appropriate when making appointments, changing staffing or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff.
- Continued professional development for staff.

- Pay is relative to experience and responsibility not to gender or sexual orientation.

6. Equality and the Law

There are a number of statutory requirements that must be met by the school:

a. Race Equality

The general duty requires the school to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty the school will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils
- Monitor the impact of policies in raising the achievement of monitoring ethnic pupils

b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.' The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under the specific duty we will prepare and publish an equality plan and review and revise this every three years.

c. Gender

The gender equality act places a general duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender reassignment and promote equality of opportunity between male and female pupils and male and female staff.

Under the specific duty we will prepare and publish an equality plan and review and revise this every three years.

d. Sexual Orientation

The Equality Act (sexual orientation) 2007 made discrimination on the grounds of orientation unlawful - for schools this relates to admission and treatment of, and services to, pupils, and recruitment and treatment of staff.

e. Age

The Walnuts School is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

f. Community Cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different race, faiths and different socio-economic backgrounds.

7. Consultation and Involvement

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from the whole school community and its stakeholders. This has been achieved through:

- Feedback from parent/carer questionnaires
- Issues raised at Annual Review and Parents Consultation evenings.
- Discussion at Governing Body meetings.

8. Roles and Responsibility

Governors

The governing body

- is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils.
- seeks to ensure that people are not discriminated against when applying for posts at the school.
- takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible.
- ensures that no child is discriminated against on account of race, gender or disability.

Headteacher and the Leadership Team

The Leadership team

- are responsible for implementing, communicating and monitoring the Equality Plan.
- together with all the staff, promote equality of opportunity when developing the curriculum
- respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

The Headteacher and the Leadership Team ensure that appointments panels give due regard to the Plan, so that there is no discrimination in employment opportunities.

Teaching and Non-Teaching Staff

All staff will:

- Ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan.
- Strive to provide material with positive images of race, gender and disability and challenge stereotypes.
- Challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the School Leadership Team.

9. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents; know how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupil's individual circumstances.

This can be a challenge at the Walnuts where we recognise that our pupil's difficulties with social understanding may result in them making comments with little or no understanding or intent to cause offence. However it is important that such incidents are still addressed appropriately.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups of activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person."

Types of discriminatory incidents that can occur are:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability, or sexual orientation
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule and individual
- Refusal to co-operate with others on ground of race, gender, disability or sexual orientation

10. Review of Progress and Impact

The Plan will be presented to the Governing Body for adoption at its first meeting following approval at the appropriate Pupils, Parents and Community Committee. It is part of a rolling programme of policy reviews. In line with legislation, we will review progress on a three year cycle. We make regular assessments of pupils to track progress and as part of this process we monitor achievement by race, gender and disability, to ensure that all are making the best progress possible and take action to address any gaps.

11. Publishing the Plan

In order to meet the statutory requirements, we will:

- Publish our Plan on the school website
- Include the Plan in the Headteachers report to Governors at least three yearly.
- Raise awareness of the Plan through the school newsletter and staff meetings
- Make sure hard copies are available

The Walnuts School Equalities Information 2013

The Public Sector Equality Duty 2012 has three aims under the general duty for school/academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Walnuts School has considered how well it currently achieves these aims with regard to the protected equality groups: Race disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information we have:

- Examined how our school engages with the protected groups, identifying where practice could be improved
 - Analysed our effectiveness in terms of equality
1. **Summary of our equalities evidence**
 - In relation to race and disability the evidence we hold tells us that the majority of pupils are making similar progress.
 - In relation to gender reassignment, the evidence we hold tells us that pupils are making similar progress.
 - In relation to age the evidence tells us that we do not discriminate in relation to age
 - In relation to pregnancy and maternity the evidence we hold tells us we do not discriminate
 - In relation to religion and belief the evidence we hold tells us those with no religion are achieving slightly less than other groups
 - In relation to sexual orientation the evidence we hold tells us we do not discriminate
 2. **Summary of how we currently engage with protected groups**
 - In relation to race, our self-evaluation informs us that we engage with all groups of different ethnicity
 - In relation to disability, our self-evaluation tells us we are engaging and supporting well
 - In relation to gender reassignment our self-evaluation tells us we are engaging and supporting well
 - In relation to age our self-evaluation tells us we do not discriminate
 - In relation to pregnancy and maternity our self-evaluation tells us we do not discriminate

- In relation to religion and belief our self-evaluation tells us that pupils of all religions are effectively engaged within our school and there is no discrimination
 - In relation to sexual orientation our self-evaluation tells us we have no identified group
3. **Summary of our Equality Analysis (i.e., how effective and influential we think we currently are in achieving the three aims of this duty for each of the protected groups).**
- In relation to race, our judgement is very good
 - In relation to disability, our judgement is very good
 - In relation to gender reassignment our judgement very good
 - In relation to pregnancy and maternity our judgement is very good
 - In relation to religion and belief our judgement is very good
 - In relation to sexual orientation our judgement is very good
 - In relation to age our judgement is very good
 - In relation to sex our judgment is very good

The Walnuts School Equalities Plan 2013-2016

Strand	Action	How will it be monitored	Key Staff	Time	Success Indicators
ALL	Publish and promote the Equality Plan through the school website, newsletter and staff memo/email	Feedback from governors, staff/parents/ carers	Leadership Team	By Sept 2014 then every three years	All stakeholders aware of the policy
ALL	Policy to be reviewed/ updated in 2016 (Sooner if required)	Practice matches policy	Leadership Team/ Governors	December 2016	Staff adhering to the principles of the policy
ALL	Monitor and analyse pupil progress by race, gender etc., and act upon any trends that indicate additional support maybe required	Data analysis and feedback from staff	Leadership Team/ Governors All teaching staff	Annually by the end of each academic year	Identified trends reported and actioned
ALL	Further develop curriculum to promote diversity	Whole school self-review process	Leadership Team Curriculum Coordinators	On-going	Diversity inherent within all curriculum areas
ALL	Continue to celebrate cultural events throughout the year to raise pupils awareness	Photographic/video evidence, school displays, planning, website information	All teaching staff	On-going	Pupils raised awareness and engagement

This Single Equality Policy and Plan will be updated every three years or sooner if required. Any actions identified through regular monitoring and analysis is identified above and will be reported to the Governing Body.