



The Complete Works Policies

Equality and Diversity Policy

Updated June 2017

Introduction

- 1) This document forms the overarching policy governing good equality and diversity practice at TCW, in respect of gender, race, disability, religion and belief, sexual orientation and age.
- 2) This policy, and its relevant schemes, are written in compliance with the school's obligations under the following legislation (as amended):
 - a) Sex Discrimination Act 1975;
 - b) Race Relations Act 1976;
 - c) Disability Discrimination 1995;
 - d) Sex Discrimination Act (Public Authorities) (Statutory Duties) Order 2006;
 - e) Disability Discrimination Act (Public Authorities) (Statutory Duties) Regulations 2005;
 - f) Race Relations Amendment Act 2000;
 - g) Race Relations Act (Statutory Duties) Order 2001;
 - h) Employment Equality (Religion and Belief) Regulations 2003;
 - i) Employment Equality (Sexual Orientation) Regulations 2003;
 - j) Employment Equality (Age) Regulations 2006.
- 3) TCW is a fully inclusive school. The school places high expectations upon both staff and students to show respect and courtesy to all those within the school community regardless of gender, ethnicity, colour, disability, religion and sexual orientation. Incidents of discrimination will always be dealt with instantly and firmly. The school continually fosters a culture of promoting inclusion and equality whilst challenging stereotypical attitudes both in and outside of the classroom.

1. Policy Statement

- a) In accordance with our vision and the values that underpin our ethos and behaviour policy we pledge:
- to respect the equal human rights of all our students;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices on a regular basis and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

TCW expect the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards. We recognise and value all forms of achievement. We will monitor and analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

2. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the standard procedure for recording incidents involving students in schools.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

3. Community Cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic context of the school (local and national).

It demonstrates the awareness of the Trustees and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)
- Religion/belief context of the school (local and national)
- Socio-economic context of the school (local and national)

4. Responsibilities

The Headteacher is responsible for:

- making sure the school complies with the relevant equality legislation.
- making sure the school Equality Scheme and its procedures are followed.
- monitoring progress towards the equality objectives and reporting annually.
- making sure the equality, access and community cohesion plans are readily available and that Trustees, staff, students, and their parents and guardians know about them.
- producing regular information for staff and Trustees about the plans and how they are working.
- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work.
- avoiding unlawful discrimination against anyone.
- fostering good relations between groups.
- dealing with prejudice-related incidents.
- being able to recognise and tackle bias and stereotyping.
- taking up training and learning opportunities.

All staff ensure the classroom is an inclusive environment in which students feel all contributions are valued. Positive steps are taken to include students who may otherwise be marginalized. All students are also regularly consulted about their learning.

Student grouping is planned and varied to reflect the requirements of learners and their needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All students will be encouraged to question, discuss and collaborate in problem solving tasks. Students will also be encouraged to be a resource for their peers.

Staff encourage students to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess student progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print/ size.

TCW believe that self-assessment is a teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The Headteacher, is responsible overall for dealing with reports of prejudice-related incidents involving students and staff.

Visitors and contractors are responsible for following relevant school policy.

5. Publication and review

This Equality Scheme fulfills statutory requirements under the terms of legislation referred to above. As it is a public document, the Headteacher publishes it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2018.

6. Reporting on Progress and Impact

A report on progress with the actions listed below will be published by the Headteacher at the end of each school year, i.e. July 2016, 2017 and 2018.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

7. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of;

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age

We will use external data and internal data, student and staff questionnaires to monitor the impact of our practice to ensure equality for all students and staff. Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

8. How we chose our equality objectives

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

- a) from the equality impact assessments listed in Section 7 above,
- b) and from involving relevant people (including disabled people) from the start in the following way:
 - Student Questionnaires
 - Parent Questionnaires
 - Staff Questionnaires

The evidence will then be analysed in order to choose objectives that will:

- a) promote equality of opportunity for members of identified groups
- b) eliminate unlawful discrimination, harassment and victimisation, and
- c) foster good relations between different groups in terms of
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age

9. Equality Objectives 2015-18

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)

- Improve outcomes for students with Special Educational Needs
- Improve outcomes for Looked After Children

- Ensured continued good outcomes from children from minority ethnic groups
- Undertake regular impact assessments, looking at all groupings within the school

10. Access Plan 2015-18

TCW will continue to provide a curriculum that can be accessed by all students, regardless of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age. TCW will action the following:

- Improvements in access to the curriculum
- Ensure all facilities in school can be accessed by all.
- Physical improvements to increase access to education and associated services.
- Ensure that all material provided and produced meets the needs of all our students.
- Improvements in the provision of information in a range of formats for disabled students.

11. Community Cohesion Plan 2015-18

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background. This will be evidenced in the following:

- the school community
 - local communities
 - communities across the UK
 - the global dimension
- a) Teaching, learning and the curriculum
 - extra curricular activities.
 - b) Equity between groups in school, where appropriate
 - To monitor performance of all groups of the school community and take appropriate steps to rectify any issues of underperformance.
 - c) Engagement with people from different backgrounds, including extended services.
 - To continue to invite visitors/speakers from all faiths and cultural backgrounds.