WOODLANDS SCHOOL
A courageous confident learning community

Equality Policy And Objectives

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<tr>
<th>Reviewed:</th>
<th>Approved by Governing Body:</th>
<th>Date of next review:</th>
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<tr>
<td>May 2019</td>
<td>May 2019</td>
<td>Spring, 2020</td>
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INTRODUCTION

This Equality Policy for Woodlands School brings together all previous policies, schemes and actions plans around equality. Woodlands School is committed to equality both as an employer and service provider. Woodlands embraces the opportunity to work together with others to improve children's educational and well-being outcomes.

LEGAL BACKGROUND

The Equality Act 2010 brings together, supersedes or updates much of the previous law relating to equality. Schools also have a duty to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community. At Woodlands we recognise and accept our equalities duties and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

The 3 aims of the general duty are:

1. To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
2. 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.
3. To foster good relations between people who share a protected characteristic and those who do not be encouraging participation in activities where it is disproportionately low.

The act also establishes three principles intended to focus on outcomes judged against local rather than imposed priorities:

1. Setting of equality objectives based on local data;
2. Schools to be judged on outcomes related to their identified equality objectives not on processes or action plans;
3. Greater transparency in allowing public access to data

The relevant protected characteristics are—

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

VISION AND VALUES

A Courageous, Confident Learning Community

Woodlands seeks to foster a welcoming and respectful environment which supports pupils, staff, parents and carers to be confident and courageous in their learning.

Inclusive practices and processes will support the needs of individuals to be met and enable everyone to develop their potential

EQUALITY IN POLICY AND PRACTICE

Teaching and Learning

All learners at Woodlands have the right to have their voice heard, their diversity respected and to have their parents acknowledged as their first educators. We aim to:

Assessment and Planning
Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Monitor achievement data by ethnicity, gender, and specific needs and take action to address any gaps
- Analyse data to ensure full appraisal of progress and attainment of all pupils

Lessons and learning
- Provide a curriculum that is accessible and relevant to the needs of each individual pupil through a range of activities, technologies and opportunities that ensure learning is outstanding and fun.
- Use whatever specialist techniques and teaching approaches motivate, support the needs or improve access to learning for all pupils
- Create a total communication environment that features signs, symbols, tactile and other object clues as necessary
- Ensure pupils have the time needed to acquire, practise and apply skills
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Ensure teaching and classroom based approaches are appropriate to meet the individual needs of pupils

Resources
- Use materials and activities that reflect the diversity of the school, population and local community in terms of race, gender, and disability, without stereotyping.

Staff
- Encourage staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Monitor and actively promote equality in all aspects of staffing and employment
- Eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- Have full respect for legal rights relating to pregnancy and maternity, and faith or religions ensuring these factors are considered when appointing staff, allocating Teaching and Learning Responsibilities or re-evaluating staff structures. Actions to ensure this commitment is met include:
  - Monitoring recruitment and retention
  - Continued professional development opportunities for all staff
  - Senior Leadership Team support to ensure equality of opportunity for all.

Promoting Community Cohesion

Pupils are supported across the curriculum to develop an awareness of their own identity, to take pride in and deepen their knowledge of their family and potential
emerging cultural and spiritual identity. Visits to places of faith are a part of this work.

There is a programme of induction for parents new to school, led by a member of the leadership team and supported by the Family Liaison Worker. There are regular meetings with parents and there are regular opportunities in place for parents to interact and meet with one another.

The school actively participates in the local cluster of schools and fosters relationships with business and organisations within the community such as the Rotary and Lions Clubs who help to extend curricular opportunities within the community

Admissions, Behaviour and Exclusions

Our admissions arrangements are fair and transparent. Exclusions will always be based on the school’s Behaviour Policy. Strategies are always put in place to meet the needs of any child who may be at risk of frequent sanctions or possible exclusion. We monitor behaviour management plans to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Consultation and involvement

We aim to ensure the development of the Equality Plan and the actions within are informed by the input of staff, pupils, parents and carers. We will achieve this by using the following to shape the plan:

- Feedback from the annual parent questionnaire
- Feedback from parent/teacher meetings
- Parent/carer discussion events
- Issues raised in annual reviews
- Issues identified from Personalised Learning Plans
- Governor discussion and feedback
- Teacher meetings
- Consultation with partners and non teaching staff
- Full staff meetings

ROLES AND RESPONSIBILITIES

Our Parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy
be given accessible opportunities to become involved in the development and review of the policy
be informed of any incident related to this Policy which could directly affect their child

Our Governing Body will:

be committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
support the Headteacher in implementing any actions necessary
Seek to ensure that people are not discriminated against when applying for posts at the school
take all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
review all plans and policies and in particular this Equalities Policy annually and the objectives every 4 years and the schools accessibility plan every 2 years

Our Headteacher and Senior Leadership Team will:

be responsible for implementing, communicating and monitoring the Equality plan to pupils, parents/carers, staff, visitors and contractors
monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
ensure accurate records are kept of pupils and staff including, where appropriate information about the protected characteristics
ensure staff have access to training which helps to implement the policy
device effective processes of development, consultation, review and revision of policies and procedures relation to equalities
ensure that appointment panels give due regard to the plan, so that there is no discrimination in employment opportunities
seek to develop partnership with external agencies regarding the policy so that the schools actions are in line with the best advice available.
promote equality of opportunity when developing the curriculum
respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

Our Teaching and Non-Teaching Staff will:

ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Policy
strive to provide material with positive images of race, gender and disability and challenge stereotypes
promote understanding of different disabilities and avoiding discrimination against anyone for reasons of disability

- support the Equality Impact Assessment processes
- challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of the SLT

**Our Partners will**
- support the development of the policy through involvement
- attend any relevant meeting and activities relating to the development, monitoring or review of the policy

**TACKLING DISCRIMINATION**

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated within the school environment.

All staff are expected to deal with an discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority each term.

Harassment on ground of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including:
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Exclusion from groups and games;
- Use of derogatory names, insults and jokes;
- Unwanted looks or comments;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victims race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempt so recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

**Responding to and reporting incidents**

All staff, teaching and non-teaching should view dealing with incidents as vital to the well-being of the whole school.

**Review of progress and impact**

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirement, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress and take appropriate action to address any gaps.

We collect and analyse the following equality information for our pupils/students:

- The performance of boys and girls against National expectations for students with learning difficulties
- The progress of children from ethnic backgrounds.
- The performance of children who are Looked After.
- Constant monitoring of attendance
- Monitoring of both Personalised Plans and children’s learning outcomes set in the Annual Review.
## Equalities objectives 2018 – 2021

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<th>Objective</th>
<th>How it will be achieved</th>
<th>Progress we are making towards achieving this objective:</th>
<th>Timescales</th>
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<td>1. All pupils have opportunities for more spontaneous communication that would allow them to further develop their speaking skills.</td>
<td>- Liaise and develop partnerships with other schools, therapy staff and other relevant agencies in support of communication development.&lt;br&gt;- Teachers to research new approaches to the development of spontaneous communication for different needs of learners at Woodlands.&lt;br&gt;- Training and engagement of parents in this development.&lt;br&gt;- To review the policy for English and Communication.&lt;br&gt;- Use of new resources planned for and evidenced in teachers planning&lt;br&gt;- Induction and training for all new and existing staff.</td>
<td>- Comprehensive programme of training in place for staff and parents on communication to incorporate all aspects of communication&lt;br&gt;- All teachers have an appraisal target for 2018-19 a research developed teaching initiative for developing communication results of this to be shared in July 2019.&lt;br&gt;- The school were successful in gaining ‘Advanced’ status by the National Autistic Society accreditation in December 2018 and pupils’ communication was highlighted as a strength of the school.</td>
<td>May 2018-May 2021</td>
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<td>2. The impact of health-related absence is minimised so that all pupils continue to make exceptional progress.</td>
<td>- Attendance will be closely monitored and reported in governors meetings with particular regard to our most medical complex pupils&lt;br&gt;- School will put in place arrangements and resources to support high absentee due to medical needs to be able to attend school for longer periods of time or receive their education in other ways.</td>
<td>- The school was successful in gaining ‘Leading Parent Partnership’ status in June 2018. Relationships with parents in supporting children’s attendance and transition into school was highlighted as a strength in the process.&lt;br&gt;- The whole school review of</td>
<td>May 2018-May 2021</td>
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<td>Liaise with hospital schools and other services to advise and implement new strategies.</td>
<td>the provision and SEN funding is currently carried out by the LA. Discussions include creation of a provision for pupils with most complex medical needs that are not able to attend school full time. This still needs to be costed and taken to the LA for approval.</td>
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<td>HT and Data officer met once a term to review whole school attendance and impact of strategies; when needed separate conversations with health professionals and the Safeguarding lead.</td>
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<td>HT has regular meetings with parents of children whose attendance is below expected.</td>
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<td>School is looking into obtaining charity funding to purchase Achiever bed for children with most complex needs to use when they get uncomfortable in their wheelchairs; we hope that this will enable some part time students to attend full time.</td>
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