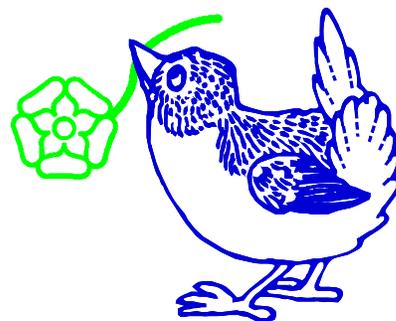


WREN SPINNEY

EQUALITY

POLICY AND

PROCEDURES



Wren Spinney School

EQUALITIES INFORMATION

OCTOBER 2017

The Public Sector Equality Duty 2011 (<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>) has three aims under the general duty for schools/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 people from 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.

Wren Spinney School has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In order to do this we have

- convened an Equalities working group, comprising: head teacher, deputy head teacher, chair of governors and parent governor
- consulted with key stakeholders e.g. staff, parents/carers, and pupils, school nurse, parent support worker
- included discussion/training on Equalities issues in staff meetings and teachers' meetings
- ensured equality of opportunity is enshrined in all aspects of our school development plan

In compiling this equality information we have:

- Identified evidence already available within our policies and practice and identified gaps
- Taken into account views of stakeholders and ensured they have been included
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

The Wren Spinney Equality Duty is published on-line and a hard copy is provided for all staff so the policy is clear and understood by all.

Staff are aware of the need to report any issues related to attitudes and behaviours that are not in line with the Equalities Duty are to be reported to the head teacher or member of the senior leadership team. All reports will be treated in confidence and with a sense of diligence and urgency. The school is determined to ensure it is a safe, happy, respectful and supportive environment for all pupils and staff.

SUMMARY OF OUR EQUALITIES EVIDENCE (TO SHOW HOW WE ELIMINATE UNLAWFUL DISCRIMINATION, HARASSMENT AND VICTIMISATION) AND HOW WE ENGAGE WITH PROTECTED GROUPS (TO ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS BETWEEN PEOPLE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT)

Generic evidence:

- The school curriculum is designed to ensure all pupils have equal access to all aspects of the curriculum
- Tolerance and respect for differences can be observed in interactions between staff and pupils, pupils and pupils, staff and staff across the whole school
- Staff model appropriate behaviours to pupils
- Full access to all areas of the school for all pupils, regardless of disability
- Tracking hoists are provided for the safety and comfort of pupils and staff
- Specialist communication equipment is provided for pupils, as required
- Specialist equipment and transport is provided as required to ensure all pupils access all aspects of the curriculum
- The School Council comprises pupils that are elected by the students and reflect the diversity of our student population
- Records of multi-agency involvement reflect our ethos of equality
- PSHE and RE, and assemblies, are used to advance equality of opportunity and to instil same ethos in pupils we work with
- Equal opportunities training is offered through staff meetings and sessions on Training Days
- Classroom observation and learning walks monitoring shows equal opportunities are given to all protected characteristics where appropriate
- Leadership staff are appropriately trained in recruitment and selection
- An Equalities statement is included in all policies
- Our Policies on Inclusion are embedded and all staff share this ethos
- RE, PSHE and Citizenship, assemblies and informal discussions at break times address equality issues
- Admission to Wren Spinney is based on a pupil's statement of Special Educational Need or EHCP and pupils with all forms of disability are welcome, and there is no discrimination in terms of ethnicity, religion, sexual orientation, etc

In relation to RACE, the evidence we hold tells us:

- There are no recorded incidents of racist incidents/bullying on the grounds of race since recording procedures have been in place
- Our RE and PSHE&C lessons, together with assemblies and informal discussions are effective in maintaining positive attitudes to race
- Pupils and staff see first 'the person' not their race
- If any incidents relating to race were to occur, we would try to ensure this would not happen again by offering teaching/support which is additional to the current provision, i.e. targeted, but sensitively addressing the issue in a way that supports all and does not single out any individuals concerned. This is likely to be done in the context of a group.

In relation to DISABILITY, the evidence we hold tells us:

- Ofsted describe our provision for pupils with disabilities as 'Outstanding' (March 2014)

- Pupils have individual plans (e.g. care plan; management plan; feeding plan) to ensure their needs are fully met
- There is an explicit and positive ethos and attitude and management of disabilities by staff
- There is equality of access to all activities including extra-curricular activities
- Staff seek advice/support from other services, as appropriate, e.g. with physiotherapists, occupational therapists, speech and language therapists, to ensure all students get access to the support they need
- Teachers take joint responsibility for AAC provision at the school, ensuring all pupils, regardless of disability, have full access to all the tools they need to maximise their communication skills
- Risk assessments for trips and visits ensure full inclusion e.g. Residential trips (Bendrigg; Frontier Centre; etc); day trips; etc.
- Lesson planning reflects strategies, interventions and adjustments to ensure full access to all aspects of the curriculum
- Assessment data shows pupils at Wren Spinney make progress that is in line with, or better than, progress made by pupils with similar disabilities at other schools
- Pupils have access to 2 minibuses which are fully equipped for wheelchair users. A 7-seater car is also available for pupils
- Full access to all rooms and all areas of the school grounds for all pupils

In relation to SEX & GENDER REASSIGNMENT, the evidence we hold tells us:

- Staff recruitment is in line with NCC equalities policy and procedures
- All pupils offered the same curriculum opportunities
- Audit of records indicate no member of staff/parent/carer/pupil declared a gender reassignment
- If any incidents relating to sex & gender reassignment were to occur, we would try to ensure this would not happen again by offering teaching/support which is additional to the current provision, i.e. targeted, but sensitively addressing the issue in a way that supports all and does not single out any individuals concerned. This is likely to be done in the context of a group.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- NCC Statutory guidelines for staff fulfilled, e.g. paternity leave
- Time off for appointments is permitted for pregnant staff and fathers to accompany their partners
- Staff may be withdrawn from activities/put on light duties to protect their health and the unborn child if the risk assessment indicates this would be appropriate
- Ongoing appropriate support will be provided to meet the physical and emotional needs of any student who may fall pregnant; the school will signpost parents/carers of pregnant young person to appropriate support agencies
- The sex education component of the PSHE curriculum offers information/guidance to increase awareness of issues related to pregnancy and maternity

In relation to AGE, the evidence we hold tells us:

- NCC Statutory guidelines for staff fulfilled e.g. d.o.b. not required on application forms
- CPD records show that all staff have access to relevant training related to their development needs, regardless of age
- Reasonable adjustments (e.g. physical adaptations; timetable) are made to ensure staff with age-related issues can continue to fulfil the requirements of their job

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- No reported incidents with regard to religion and belief
- Students and staff may wear items of clothing and jewellery in keeping with their religious tradition (may be asked to remove for health and safety reasons, e.g. in PE, or to tuck-in to clothing to prevent student from grabbing, for example religious necklaces/crucifixes)
- Assemblies, circle time and a time of reflection at the end of the school day allow time for discussion about equality and freedom of religion views
- The R.E. curriculum covers all major religions/beliefs so all pupils learn about different faiths during their time at Wren Spinney
- Educational visits to places of worship
- The P.S.H.E. curriculum reinforces positive attitudes towards people of different faiths/beliefs
- Access to PE, taking into account protection of modesty where appropriate

In relation to SEXUAL ORIENTATION, the evidence we hold tells us:

- Sex and relationship education lessons include raising awareness of sexual orientation and relationships between same sex partners
- Staff recruitment is in line with NCC equalities policy and procedures

WREN SPINNEY SCHOOL

EQUALITIES OBJECTIVES AND ACTION PLAN: SEPTEMBER 2017

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/ Amber/ Green rating
To ensure Equalities Issues are enshrined in the new School Development Plan	All	The ongoing School Development Plan (2015-2018) will in all respects reflect and look to develop the pro-equality ethos of the school	Senior leadership team and staff team	Series of consultation meetings regarding the new School Development Plan with all staff; final Plan details to be drawn up by Senior Leadership Team	
Continue to invite visitors as positive role models to contribute to Assemblies and RE and PSHE sessions	Disability Race Religion and belief	Session planning, observations and displays show evidence of visits and visitors	Teachers and Senior Leadership Team	Discuss in teachers' meetings our current curriculum offer and encourage curriculum leaders/teachers to ensure their schemes of work provide opportunity for a range of visitors (representing the different 'protected characteristics') as and when relevant and appropriate	
Budget provision continue to be made for any adaptations and communication equipment for pupils to ensure full access to all elements of the curriculum	Disability	Individual adaptations and equipment made available and training provided (for staff and parents) as and when required to meet individual needs	Senior leadership team (including school business manager)	Individual assessments undertaken. Equipment/adaptations purchased as and when necessary	
To review the PSHE curriculum and ensure all 'protected characteristics' are covered	All protected characteristics	The PSHE curriculum covers all 'protected characteristics' at a level appropriate to our students	Teachers and SLT	PSHE Curriculum on the teachers' agenda; meetings between curriculum lead and members of SLT and teachers to discuss PSHE content and resources; update elements of the PSHE curriculum, as appropriate	

SUMMARY JUDGEMENT:

THE SCHOOL'S EFFECTIVENESS IN ENSURING EQUALITY FOR EACH PROTECTED GROUP

The school has an excellent track record of ensuring equality and protecting/supporting people who hold a 'protected characteristic'. This is achieved through a staff team whose ethos is inclusive and whose attitude is one of respect towards others. Staff recognise they are role models for the pupils at the school and they seek to model positive and appropriate attitudes and behaviour to pupils.

The school's effectiveness in ensuring equality for each protected group will be increased through encouraging staff to take hold of any opportunity, planned or unplanned, to reinforce positive attitudes and address negative stereotyping- both formally across curriculum areas and informally in the school corridors and playground. The school's commitment to promoting equality will also be shown by providing training and equipment for staff, pupils and parents so everyone has the means to live and learn without hindrance and with maximum support. The school will welcome representatives from different groups to the school to further promote respect and positive attitudes towards all people.

Approved by Headteacher

Signed:

Date:

Review due: September 2018