

Equality Policy - Statement and Objectives

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Equality Policy - Statement and Objectives

1. Introduction

JWS is a safe and creative environment: happy, positive, vibrant and forward-thinking community where each child and adult is valued and able to learn and achieve.

In our school, measures are taken to create an inclusive culture to ensure equal educational opportunities for all our students and staff at all times. We do not discriminate on the basis of any protected characteristics, namely: age (for employees, not for service provision), disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (and issues of transgender) and sexual orientation, in admission or employment and in access to our educational and professional programmes and activities. We take positive action to provide equal opportunity to all students and staff and others using school facilities.

2. The Legal Framework

Our duties under the Equality Act 2010 are, in summary, to have due regard to the need to;

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Schools also have a duty to promote community cohesion.

3. Guiding Principles

In fulfilling the legal obligations cited above, we are guided by six principles:

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.

Principle 2:

We recognise and respect diversity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development.

Principle 5:

We aim to reduce and remove inequalities and barriers that may already exist

Principle 6:

We aim to consult and involve the school community.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but nevertheless do take account of differences.

4. Forms/Definitions of discrimination

Discrimination by or against an individual is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above, or they are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

Indirect discrimination can occur when you have a condition, rule, policy or even a practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic.

Discrimination by association is discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination where there is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Individuals can complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. This extends to protection from harassment because of perception and association.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

5. Our Commitment to Equality

This equality policy enables our school to meet our statutory obligations. We will actively promote equality and oppose discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Creating a school ethos, which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat people differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

- Taking active measures to investigate report and act on incidents of discrimination.
- Collect and analyse school data and other equality relevant information.
- Consult all staff, students, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions, in line with the Behaviour Policy and good practice, to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on equality.
- Admissions and attendance to follow LA guidelines.
- Staff recruitment.
- Professional Development

6. Taking active measures to investigate, report and act on incidents of discrimination

All members of staff (including all non-teaching staff) have a responsibility to promote equality and to report any incidents of discrimination, which may arise in the school.

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change.

Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where equality issues come to the attention of the school, these will be dealt with according to our behaviour policy, child protection procedures and our whistle blowing policy which outline the procedures to follow.

7. Progress, attainment and assessment

The Heads of Faculty and Leadership Team undertake assessment analysis on a regular basis. Any findings related to the underachievement of any group is highlighted and they are targeted appropriately.

8. Behaviour discipline and exclusions

Our procedures for disciplining students and managing behaviour are fair and applied equally to all students irrespective of gender, race, disability, etc. All procedures for excluding and reintegrating students are free from discrimination. These are monitored regularly by Assistant Headteacher's for KS3 and KS4.

9. Personal development and pastoral care for our students

Through our PSHE, tutor activities, and through the work of the Pastoral team, our students are comprehensively supported and guided.

10. All aspects of teaching and learning and the wider curriculum

Curriculum planning takes account of our commitment to equality. The criteria used for setting and other grouping are fair for all students. We endeavour to use assessment materials that are free from any unfair bias.

Where gaps in achievement are identified, actions will be taken to close the gap.

Our aim is not only to encourage all students to oppose discrimination, but also to make sure they have the skills to challenge stereotyping as and when it occurs.

11. Admissions and attendance

We follow LA guidelines on admission, which are fair to all groups. The school monitors student attendance and uses data to develop strategies to address poor attendance, and is aware in some cases absenteeism may be linked to a protected characteristic..

12. Staff recruitment and professional development

Recruitment and selection procedures are consistent with the Equality legislation.

Steps are taken to identify, support and provide opportunities for the professional development of staff and governors from all groups.

Advertising will state that we are an equal opportunities employer and we will appoint the best candidate for the job.

13. Out of hours learning (including extended provision)

Out of hours learning will be open and free to all groups, unless the activities is agreed by all parties to be appropriate or available to only one gender (e.g. sports teams). The school will endeavour to provide a wide range of activities which appeal to the interests of all students.

14. Partnership with parents and communities

All parents are encouraged to be part of the life of the school. The value for success for **all** is positively promoted to avoid any stereotyping or discrimination.

15. Roles and Responsibilities

Promoting equality is the responsibility of the whole school community, including support staff, students and parents. These duties are made clear in our policies which are made available to all staff. New and temporary staff to the school will be made aware of this school policy via the Induction Programme.

16. Headteacher and Leadership Teamj

Will demonstrate through their personal leadership the importance of this policy.

They will:

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it.

- Ensure that, where additional funding is available for raising the achievement, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

17. Curriculum Subject Leaders and TLRs

Will be responsible for reviewing and monitoring curriculum policies and schemes of work to ensure that equality is promoted.

18. Monitoring and evaluation

The impact of this policy will be reviewed annually through Heads of Faculty and Heads of Year in their annual self-evaluations. The impact of this policy will be reported annually to Governors, in particular the actions being taken to close the gaps identified.

19. Specific duties

In order to meet our general duties, outlined above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are:

- To publish equality information, in order to demonstrate compliance with the general duty across its functions (we will not publish any information that specifically identify individual students or members of staff);
- To prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics listed above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provision as a school, namely:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents
- Employment processes and patterns

20. Reviewing the Equality Policy

The following criteria will be the basis of our review procedures:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Promote good relations between those with protected characteristics and those who do not.

Appendix 1

Equality objectives

1. Eliminate discrimination - Student outcomes

- To continue our focus on promoting positive outcomes for all vulnerable students, so they achieve their best.
- To achieve this objective we will:-
 - 1a. Ensure half termly analysis of all data; attainment/exclusions/attendance with a focus on any significant trends, gaps or under performance e.g. boys/girls – daps/non daps – SEN/non SEN or student ethnicity.
 - 1b. Review all year groups on a half termly basis to identify vulnerable students at risk of underachieving and create action plans for individuals identifying need and additional provision.

2. Foster good relations among all members of the school community - Student experiences

- To continue to promote positive attitudes towards a diverse community and promote greater understanding of people with protected characteristics.
- To achieve this objective we will:-
 - 2a. Continue to promote and support charity events including Christmas Hamper, Shoebox, Sport Relief and Red Nose Day etc.
 - 2b. To develop the House System to create a culture of participation and celebration. To increase house activities both whole school and in departments – to increase student leadership roles in school e.g. House Captains and House Ambassadors – to increase student voice opportunities with NLE, for Governors safeguarding and SEN and the Headteacher.

3. Advance equality of opportunity - Staff employment

- To expand further our understanding of the diversity of our workforce and refining our approach to responding to the needs of those with protected characteristics
- To achieve this objective we will:-
 - 3a. Increase opportunities for staff to communicate with the Leadership Team including Headteacher – all staff to have access to the Headteacher for discussion and feedback.
 - 3b. Create a staff 'well being group' and invite staff to participate or contribute ideas.

- 3c. Ensure staff are informed, through HR of all rights and opportunities to support a healthy work-life balance including but not limited to dissemination of family friendly policies e.g. flexible working opportunities and childcare voucher schemes.

Appendix 2

Data on the School Workforce

i) Gender of the school workforce

Teachers		Support Staff	
Female	44	Female	50
Male	17	Male	19
Total	61	Total	69
Total Number of staff = 130			

ii) Ethnicity of the school workforce

Ethnicity Code	Description	Number of Staff
WBRI	White British	109
APKN	Other Pakistani	3
MWBA	White And Black African	1
BCRB	Black Caribbean	3
BOTH	Black - Other	1
AOTH	Asian Other	1
WOTH	White Other	3
NOBT	Information not obtained	2
AIND	Indian	4
ABAN	Bangladeshi	1
MWBC	White And Black Caribbean	1
WIRI	Irish	1
Total		130

iii) Disability Status of the school workforce

Disability	Number of Staff
Yes	1 Declared
No	41
Not obtained	88
Total	130

iv) Applications for flexible working (all staff)

Applications for flexible working	Number of staff
	5

v) Applications for leave

Applications for leave	Number of staff
Maternity Leave	4
Paternity Leave	1
Shared Parental Leave	0
Dependents Leave	0
Special Leave	0
Leave for Religious Observation	3

Data on the School Student Population

i) Gender of the school students

Age	Male	Female
Year 7 (Age 11 to 12)	112	73
Year 8 (Age 12 to 13)	105	72
Year 9 (Age 13 to 14)	102	86
Year 10 (Age 14 to 15)	81	85
Year 11 (Age 15 to 16)	63	71
Year 12 (Age 16 to 17)	34	40
Year 13 (Age 17 to 18)	8	11
Sub total	505	438
Total = 943		

ii) Ethnicity Group breakdown of students

Ethnicity Code	Description	Number of Students
ABAN	Bangladeshi	10
AIND	Indian	14
AKAO	Kashmiri other	8
AMPK	Mirpuri Pakistani	13
AOPK	Other Pakistani	40
AOTA	Other Asian	7
APKN	Other Pakistani	4
ASLT	Sri Lankan Tamil	2
BAOF	Other Black African	23
BCON	Black - Congolese	2
BCRB	Black Caribbean	90
BEUR	Black European	3
BGHA	Black - Ghanaian	1
BNGN	Black - Nigerian	3
BOTB	Other Black	12
BSOM	Black - Somali	4
CHKC	Other Chinese	3
COCH	Chinese and any other Ethnic Group	3
MABL	Asian and Black	7
MAOE	Other Mixed Background	1
MBOE	Other Mixed Background	2
MCOE	White and any other Ethnic Group	1
MOTM	Other Mixed Background	22
MWAI	White and Indian	3
MWAO	White and any other Asian Background	5
MWAP	White and Pakistani	6
MWBA	White And Black African	7
MWBC	White And Black Caribbean	72
MWOE	White and any other	3

Ethnicity Code	Description	Number of Students
	Ethnic Group	
NOBT	Information not obtained	6
OAFG	Afghanistani	3
OARA	Arab	4
OIRN	Irani	1
OLEB	Lebanese	1
OOEG	Other Ethnic Group	3
OTHA	Thai	1
OVIE	Vietnamese	1
OYEM	Yemeni	1
REFU	Unclassified - Refused	8
WALB	Albanian	4
WEEU	White Eastern European	13
WENG	White - English	503
WIRI	Irish	1
WITA	Italian	2
WOTW	Other White	9
WOWB	Other White	2
WPOR	Portuguese	1
WROM	Gypsy / Gypsy Roma	0
WSCO	Other White	2
WTUK	Thai	2
WWEU	White Western European	4

iii) Disability status of students

Disability Code	Description	Number of Students
PD	Physical Disability	3
VI	Visual Impairment	1
HI	Hearing Impairment	3

iv) Religion/Belief breakdown of students

Religion	Number of Students
Roman Catholic	42
Christian	253
Muslim	95
Sikh	9
Other	13
Hindu	5
Buddhist	2
Not Obtained	298
Refused	20
No Religion	206