



A COMMITMENT TO EXCELLENCE

Equality Policy & Objectives

Policy & Procedure Number:

Date of Board of Governors Review: Autumn 2024

Next Review Due: Autumn 2025

School Link: Claire Ward

Revision Number: v01

Contents

1	Purpose	3
2	Objectives Statement	3
3	Equal Opportunities	3
4	Strategies	4
5	Support	4
6	Religious Observance	5
7	Breaches of policy	5
8	Monitoring and Evaluation	5
9	Responsibilities	6
10	School Characteristics	6
11	Compliance with Public Sector Equality Duty (PSED)	8
12	Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.	8
13	Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it.	8
14	Our Equality Objectives	10

1 Purpose

1.1 The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. At Wade Deacon High School, we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people – employees, visitors, students and parents. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

2 Objectives Statement

2.1 We want to foster mutual tolerance and our aim is for everyone to feel welcome and valued within the school community. We will do this by actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.

2.2 The school will ensure that:

- All students have opportunities to achieve their potential.
- Expectations of all students are high and we fulfil our 'Commitment to Excellence'.
- All students have access to and can make full use of, the school's facilities and resources.
- It reflects the community it serves and responds to its needs.
- All students are prepared for life in a diverse and multi-ethnic society.
- All students understand the meaning of prejudice, how discrimination occurs and how to take a stand against these.
- It has a positive ethos and environment.
- Racist, hate and discriminatory incidents are dealt with effectively.
- Inclusion issues are taken seriously and are considered in all aspects of school life.

3 Equal Opportunities

3.1 All students and adults within the school have a right to be treated with respect. This includes a right:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin or religious beliefs.
- To ensure that those with management responsibility and individual members of staff apply this policy to all that they do.
- To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.
- To physical, emotional and verbal respect, free from violence, bullying and abusive language.
- To respect for grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.
- To freedom from sexual comments or harassment and inappropriate use of humour and derogatory language.

- To the safety of their property.
- To equal opportunities in relation to course access, recruitment, access to extra-curricular activities and school visits.

With full regard to the Equality Act 2010, we will protect any student taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).

4 Strategies

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
 - Parents and governors will be involved and consulted about the provision being offered by the school.
 - Teachers will ensure that their planning, teaching and learning takes account of this policy and ensure that the Equality Duty underpins all their work.
 - The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
 - INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
 - Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
 - The positive achievements of all pupils will be celebrated and recognised.
 - To ensure that we welcome different families, including those with same sex parents.
 - To ensure that separated parents are treated equally.
 - To ensure that the views of all stakeholders are gathered and evaluated, with areas for development actioned.
- 4.1 Students and adults within school are encouraged to challenge any inappropriate behaviour or comments. In the case of comments / incidents witnessed by others, silence and non-intervention will be viewed as agreement.

5 Support

- 5.1 Support is available for students from any trusted adult in school. This is most likely to be the Personal Tutor, a Mentor, Class Teacher, Progress Leader, Assistant Progress Leader or a member of SLT. Students may also wish to talk to any member of the school's Safeguarding Team or staff from the Achievement Centre.
- 5.2 The curriculum at Wade Deacon High School will incorporate multi-faith teaching and learning about other cultures. This universal approach may include visits to places of worship, sites of specific religious/cultural interest, and the use of speakers from different faiths and cultures. The Personal Development programme is wide and varied and covers many topics such as bullying, understanding LGBTQIA+ and mental health.
- 5.3 Wade Deacon High School welcomes its duties under the Equality Act 2010 and the Disability Discrimination Act 2005. We are committed to:
- Promoting equality of opportunity.
 - Promoting good relations between members of different racial, cultural and religious groups and communities.

- Eliminating unlawful discrimination.

5.4 In order to achieve these criteria we are guided by the following principles:

- Every student should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every student should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi ethnic society, and in the wider context of an interdependent world.
- Every student should have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This is the right of every child.

5.5 These principles apply to the full range of our policies and practices, including those which are concerned with:

- Students' progress, attainment and assessment.
- Behaviour, discipline and exclusions.
- Students' personal development and pastoral care.
- Admissions and attendance.
- The curriculum content.
- Staff recruitment and professional development.
- Partnership with parents and communities.

5.6 The school is opposed to all forms of prejudice including racism, sexism, homophobia, biphobia, transphobia and xenophobia. This includes prejudice which is directed towards religious groups and particular communities, for example, travellers, refugees and asylum-seekers. The school hopes through education and knowledge to teach respect, tolerance and understanding towards different beliefs, cultures and lifestyles. Racist / sexist jokes and the use of derogatory language will be regarded as any other form of bullying and dealt with as such.

6 Religious Observance

6.1 We respect the religious beliefs and practices of all staff, students and their parents, and will comply with all reasonable requests relating to religious observance and practice.

7 Breaches of policy

7.1 Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal and the governing body.

8 Monitoring and Evaluation

8.1 Lists of all students of ethnic minorities and Children in Care should be held centrally and the following data should be collected and evaluated by both sex and ethnicity:

- Examination results.
- Attendance.
- Bullying incidents.
- Exclusions – both internal and external.
- Destinations at end of 11-16 education (as appropriate).

9 Responsibilities

- 9.1 The Governors' responsibility is to ensure that the school complies with the legislation and that this policy and its related procedures and strategies are implemented.
- 9.2 The Principal is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities by presenting all staff with the updated policy. The Senior Leadership Team are responsible for ensuring that appropriate training and support is given through the normal staff development programme and that this issue is highlighted in the school development plan. They are responsible for taking appropriate action in any case of unlawful discrimination. All staff are expected to deal with any bullying incidents that may occur; to know how to challenge bias and stereotyping, and to incorporate principles of equality and diversity into all aspects of their work. In the case of support staff the appropriate action will be to report to their Line Manager and to document the incident appropriately.
- 9.3 (This policy can be read in conjunction with the Behaviour for Learning and Anti-Bullying Policies.)

10 School Characteristics

Characteristic	Breakdown		
Number of pupils	1635 Pupils 796 Male 839 Female		
Number of staff	51 Male 183 Female		
Number of governors	11 in total 9 Male 2 Female		
Pupil Mobility	Leavers 2019/2020 = 21 Leavers Leavers 2020/2021 = 26 Leavers Leavers 2021/2022 = 48 Leavers Leavers 2022/2023 = 46 Leavers Leavers 2023/2024 = 36 Leavers New Starters 2019/2020 = 8 New Starters New Starters 2020/2021 = 8 New Starters New Starters 2021/2022 = 23 New Starters New Starters 2022/2023 = 38 New Starters New Starters 2023/2024 = 17 New Starters		
Free School Meals Eligible for Pupil Premium	438 FSM Pupils 474 PP Pupils		
Children in Care	16 LAC 37 PLAC		
Care Leavers	1 Pupils		
Ethnicity	Arab		4
	Asian and any other ethnic group		1

Black and any other ethnic group	1
Black Nigerian	2
Chinese + any other ethnic group	10
Egyptian	1
Greek	5
Hong Kong Chinese	4
Indian	6
Information Not Yet Obtained	51
Iraqi	1
Latin/South/Central America	1
Other Asian	2
Other Chinese	2
Other ethnic group	5
Other mixed background	10
Other White British	8
Refused	9
Sri Lankan Sinhalese	1
Sri Lankan Tamil	1
Traveller of Irish heritage	1
Turkish	1
White - Cornish	2
White - English	1391
White - Irish	4
White - Scottish	3
White - Welsh	2
White + any other Asian Background	9
White and any other ethnic group	8
White and Black African	5
White and Black Caribbean	8
White and Chinese	2
White and Indian	2
White Eastern European	12

	White European	16
	White Other	43
English as an additional language	82 Pupils	
Special Educational Needs	180 SEND Pupils EHCP (47) SEND Support (133)	
Attendance	92.05%	

11 Compliance with Public Sector Equality Duty (PSED)

11.1 As a school we are committed to giving all of our pupils every opportunity to achieve the highest standards. We are committed to ensuring that positive action is taken where necessary to ensure the ethos of the school celebrates individuality with not only pupils but with staff, governors, parents / carers and visitors. All concerns around a breach of these expectations are taken seriously and investigated fully. All concerns are recorded and kept on file.

11.2 At Wade Deacon High School we are committed to promoting an equal and diverse community and ensuring that we promote individuality. This will be achieved through:

- Raising awareness of individuality through assemblies, Personal Development curriculum, form time, outside agency presentations.
- Participating in both local and national initiatives such as Anti bullying week, Mental Health Awareness week.
- Seeking support from outside agencies to support the needs of our community such as LGBTQIA+ community.

12 Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

12.1 Use the school's IDSR (Inspection data summary report) plus internal school tracking to compare school's data to national data to identify variation within various groups.

13 Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it.

13.1 Wade Deacon High School promotes good relations between people in many ways:

- School Ethos – A Commitment to Excellence which is underpinned by Exceptional Achievement, Exceptional Learning & Teaching and Exceptional Values.
- Raising awareness of groups who are not represented throughout the school.
- Opportunities available through the Personal Development curriculum.
- Expectation that pupils respect all members of staff irrespective of their roles and responsibilities.
- Behaviour policy.
- Anti-bullying policy.

- Involvement in local communities.

14 Our Equality Objectives

Objective	Monitoring	Responsibility	Timescale	Success Measures
<p>SIDP priority: 1.2</p> <p>To improve outcomes for students, in particular those who are vulnerable.</p>	<p>KS3 & KS4 RAPs. P2S. Subject Reviews. Lesson Visits. Students' work. Governors' meetings.</p>	GAA / WAR	Ongoing – final review in September 2024.	The progress of disadvantaged students and students with low prior attainment improves.
<p>SIDP Priority: 2.1</p> <p>Improve the attitude towards education of all pupils, in particular our disadvantaged and LPA pupils.</p>	<p>Synergy data. P2S. Graduated Approach. Suspension Data. Behaviour Data. Lesson Visits.</p>	MIT	Ongoing – final review in September 2024.	<p>The gap in ATL between disadvantaged/LPA versus non-disadvantaged/MPA/HPA reduces.</p> <p>The number of suspensions (linked to protected characteristics) reduces.</p>
<p>SIDP Priority: 2.2</p> <p>Improve attendance and punctuality of all students in particular our disadvantaged and vulnerable students.</p>	<p>Weekly Attendance Data. SLT Meetings. Governor Meetings.</p>	CMB	Ongoing – final review in September 2024.	Attendance is excellent compared to local and national data particularly for disadvantaged / vulnerable students.
<p>Incidents linked to any form of derogatory language are reduced.</p>	<p>Analysis of Behaviour logs. Suspension and Internal Exclusions. Student Voice.</p>	MIT	Analysis each half term.	By July 2024 a decrease in the number of incidents from the previous two years.