

# Weetwood Primary School

## SINGLE EQUALITY SCHEME AND ACTION PLANS

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## VISION AND VALUES

Weetwood aims to be an inclusive school, valuing the contribution to school life of each of its members and placing importance on the welfare of individuals. We strive to ensure that every member of the school community is treated with respect and dignity and that diversity is celebrated. Everyone is given fair and equal opportunities to develop their full potential, irrespective of ethnicity, religion, attainment, age, disability, gender or background. The school is fully committed to challenging discrimination, actively promoting race equality and community cohesion, and aiming to foster positive attitudes and commitment to an education for equality.

Learning diversity is recognised and planned for, and we aim to challenge and overcome any barriers to learning, participation and inclusion so that all school users have equality of opportunity. To achieve this we try to fully involve parents and carers in their children's education and the life of the school.

School is committed to tackling inequalities and promoting inclusion in every aspect of the school's life and work. It sets priorities to address the needs of particular groups, and these form an important part of our School Improvement Plan.

This scheme is intended to help ensure that Weetwood achieves the above aims, so that every member of the school community feels safe, valued, respected and able to fulfil their potential.

## SCHOOL CONTEXT – January 2014

The school serves a socially and economically advantaged area of the city with a very low percentage entitled to a free school meal. (1.4% FSM in 2013 compared to the Leeds average of 23%)

Most parents are in full time employment; high % where both parents are working.

Most children are white British with Pakistani pupils being the largest ethnic minority group (27.3% BME - British Minority Ethnic in 2013 compared to the Leeds average of 26.3%). Due to the overall demographic trends in the city the school has seen an increasing percentage of children from Black and minority ethnic groups.

The proportion of children with English as an Additional Language (EAL) is just above average. (18% in 2013 compared to the Leeds average of 15.4%)

The number of children on the special needs register (5.9% in 2013 compared to the Leeds average of 17.5%) is much lower than average and varies between the year groups.

Pupils enter school in Nursery and Reception with levels of attainment that are generally in line with age related expectations.

Generally about two thirds of the children joining Reception class have attended our Nursery but this can vary between cohorts.

Pupil's behaviour is excellent and they like coming to school and enjoy their learning. Attendance is high (97.1% in 2013) and punctuality is improving.

Pupils' attitudes to learning are excellent. They have enquiring minds, are independent learners, and are able to evaluate their learning. They are aware of what is going in the world and want to make a positive contribution.

The school population is very settled with relatively little mobility. Children joining school other than at Reception often come with lower than expected standards.

The Governing Body is made up of Parent Governors (5), Staff Governors (2), LA Governors (3), Community Governors (3) and the Head Teacher. Two members of the Governing body are from BME backgrounds, seven are male and seven are female. There are two committees – the Resources Committee and the Development Committee. All Governors have specific roles and responsibilities (e.g. Child Protection, Pupil Attendance, Equality etc) which enable them to discharge their duties effectively.

The school benefits from stable staffing with the members of the leadership team well established in the school and little turnover in the teaching and support staff. There are 27 staff within the school covering a range of roles – teachers, teaching assistants, higher level teaching assistants, lunchtime staff, office staff, extended services staff and the site manager. Of the 27 staff 5 are male, 22 are female. Three of the staff are from a BME background.

The school has an extensive range of partnerships with the local community, universities, other schools and external agencies. The following list represents a cross section of the range that are currently active:-

Sporting partnerships with Leeds Metropolitan University and Carr Manor sports partnership  
Community partnerships with many Faith groups, police, Weetwood residents, Headingley community groups, Local Councillors and volunteers to support reading  
Headingley Children's Centre and extended services including speech and language therapy, attendance, psychologists and C.A.M.H.S. (mental health services)  
Other schools by sharing strengths in sustainability, assessment and early years practice

The school provides child care through a breakfast club and an after school club and play schemes throughout the holidays. A range of extracurricular clubs are offered at lunchtime and after school.

Awards, Kite Marks and accreditations include:

Advanced Healthy School Status, Stephen Lawrence Award Level 2, Active Mark 2008. International School's Award (Intermediate Level), Platinum Award (No Smoking), Financial Management Standard and Leeds Sustainable Schools.

### **Achievement of pupils**

The achievement of pupils is at least good and outstanding in parts.  
Children make at least good progress in each key stage.

### **Achievement in Early Years Foundation Stage (EYFS)**

The school judges that the outcomes of the Early Years Foundation Stage (EYFS) are at least good.

The end of Foundation Stage assessments in 2013 were well above the national average with

73% assessed at a 'good' level of development (GLD) compared to the national figure of 52%. GLD = 2 points in all Communication and Language (CLL), Physical Development (PD), Personal, Social and Emotional Development (PSED), Literacy and Mathematics strands.

The outcomes for this cohort of children reflects the previous 7 year trend that has been consistently well above the average for Leeds and national figures.

The school judges that attainment on entry to school is in line with age related expectations with above average development in some areas of learning, especially in their personal and social development.

The school regularly completes moderation of assessments within the foundation stage team and attends the local cluster meetings to discuss and moderate assessments with other settings.

The school's assessment procedures were moderated externally in Summer 2010 and found to be good and secure.

### **Achievement and Standards – Key Stage 1**

#### **The Year 1 Phonics Check**

In 2012 and 2013, 83% of the Y1 pupils passed the Phonics Check compared to the Leeds average of 61% in 2012 and 70% in 2013.

#### **Achievement and Standards Key Stage 1**

The standards of attainment at the end of 2013, as calculated by average point score (APS) overall for reading, writing and Maths (APS 16.8) were well above the Leeds average (APS 15.2) and above the average of the school's statistical neighbours (APS 16.4). The APS for reading (17.7) is above the average for the school's statistical neighbours (17.0) and well above the Leeds average (15.6) showing that the standard of reading continues to be a strength at KS1. The APS for writing (15.8) is just above the average for the school's statistical neighbours (15.6) and well above the Leeds average (14.5). The APS for Maths (17.0) is just above the average for the school's statistical neighbours (16.8) and well above the Leeds average (15.4). It is pleasing to note the number of Level 3 Maths for this cohort – 43%. This compares favourably to 27% for statistical neighbours, 16% for Leeds and 23% for the national average. Overall results show that the improvements in standards at the end of KS1 in the previous year have been maintained.

Progress in Y1 and Y2 has been consistently good or better in 2011/12 and 2012 / 2013 in reading, writing and Maths.

### **Achievement and Standards – Key Stage 2**

In 2013 90% of the children were assessed at level 4+ in reading and writing and 83% in Mathematics. The school maintained a high percentage of children assessed at level 5 in reading (73%), writing (53%) and Maths (53%). The APS for reading (30.8) is above the average for the school's statistical neighbours (30.1) and well above the Leeds average (28.2). The APS for Maths (29.4) is below school's statistical neighbours (30.3) but above the Leeds average (28.3). These standards resulted in an overall average point score (reading, writing and Maths) of 29.8 compared to the average for the local authority of 28.0.

## WHAT WE MEAN BY EQUALITY

At Weetwood School we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

## OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we are guided by seven principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender and sexual orientation
- whatever their age

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and the different kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation, so that the different needs and experiences of girls and boys, women and men are recognized
- age

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- positive intergenerational attitudes and relationships.

**Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual and transgender people (where appropriate)
- people of different ages (where appropriate)

### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled as well as non-disabled people
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys
- lesbian, gay, bisexual and transgender people
- people of all ages

### **Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled as well as non-disabled people
- people from a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys
- lesbian, gay, bisexual and transgender people
- people of different ages and generations

### **Principles in themselves are not enough**

We recognise that the actions resulting from a policy are what make a difference. Therefore, in light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in relation to:

- disability
- ethnicity
- gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

Each year these plans are reviewed and amended. Specific actions relate to the following areas:



## THE CURRICULUM

1. We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subjects or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
2. We will ensure that staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

## ETHOS AND ORGANISATION

3. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
  - learners' progress, attainment and assessment
  - learners' and staff personal development, welfare and well-being
  - teaching styles and strategies
  - admissions and attendance
  - staff and governor recruitment, retention and professional development
  - care, guidance and support
  - behaviour, discipline and exclusions
  - working in partnership with parents, carers and guardians
  - working with the wider community
  - participation of groups in wider school activities
  - preparing all members of the learning community for living in and positively contributing to a diverse society.

## ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

4. The school is opposed to all forms of prejudice:
  - prejudice around disability and special educational needs
  - prejudice that includes racism and xenophobia, and which is directed towards religious groups and communities, for example anti-semitism and Islamophobia, and prejudice against Travellers, refugees and people seeking asylum
  - prejudice reflected in sexism and homophobia.
5. Staff are made aware of the school's policy on prejudice-related incidents, their responsibility to challenge and deal with them appropriately and the way in which they should be identified, assessed, recorded and dealt with.

6. We take seriously our obligation to report regularly to the local authority the number, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

## **ROLES AND RESPONSIBILITIES**

7. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.
8. Philippa Kempe is the dedicated member of the governing body who has a watching brief regarding the implementation of this policy.
9. The head teacher is responsible for implementing the policy: for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.
10. The deputy head teacher is the senior member of staff who has day-to-day responsibility for co-ordinating the implementation of the policy.
11. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - challenge and deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.
  - ensure that pupils have the opportunity to have their voices heard with regards to equality issues

## **INFORMATION AND RESOURCES**

12. We ensure that the content of this policy is known to all staff and governors, parents and carers and, in an appropriate form, to all pupils. It is also accessible to all those with an interest in the school through the school website.
13. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **RELIGIOUS OBSERVANCE**

14. We respect the religious beliefs and practice of all staff, pupils, parents and carers, and comply with reasonable requests relating to religious observance and practice.

## **STAFF DEVELOPMENT AND TRAINING**

15. We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **BREACHES OF THE POLICY**

16. Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **MONITORING AND EVALUATION**

17. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
18. In particular we collect, analyse and use data relating to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.
19. To review good practice we make use of a range of auditing schedules.

## **DEVELOPING AND IMPLEMENTING THE SCHEME.**

We use a common sense approach to determine whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular groups (either positively or negatively). This helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that positive duties are promoted equally. It is a way of ensuring that we meet the diverse needs of our pupils, parents, carers and staff and that diversity, equality and inclusion run through all areas of school life.

## **HOW WE DEVELOPED OUR SCHEME**

The development of this scheme has involved the whole of our school community:

- When the scheme was initially being developed our pupils in Class and School Council discussed equality issues and produced a charter which is displayed in every class and discussed regularly in assembly. This is also on our Learning Platform for parents / carers. At this time, pupils also took part in Disability Awareness Week (May 2011), which helped raise awareness and suggested themes for our action plan.
- Our staff were involved in meetings and training about equality and diversity, and given the opportunity to contribute to developing the scheme. All staff, including teachers, teaching assistants, site manager and lunchtime supervisors were involved, and training materials were made available to staff who were unable to attend.
- Our school governors take part in the development and review process of all school policies and were consulted about the equality, diversity and inclusion policies and action plans that constitute this scheme. Equality issues constitute an important part of the Head Teacher's report to governors and time is regularly allocated in governors meetings to updates by the staff and governor leads in this area, and to discussion. Review and monitoring of the scheme by governors occurs annually,
- Parents and carers are regularly consulted about new policies and practices in school; examples of this are consultation regarding disability and accessibility, and involvement of parents in the review of the school's Racial Harassment Policy. A comprehensive consultation process regarding equality and inclusion took place in January 2010. All relevant policies and action plans were made accessible and parents and carers were invited to offer their views in a variety of ways. These included two meetings with the school's governor responsible for equality and inclusion, together with a parent volunteer and a multi-lingual member of staff. Support with contributing views at other times was also offered by this staff member. Views were also gathered through informal contacts in the school playground and by use of the school website and letters home.

## **PRIORITISING ACTIVITY**

We are committed to keeping open a dialogue with the whole school community and will continue to involve all users of the school in our review and monitoring processes on an annual basis, and as required. We will continue to use the information gained from consultation and issues arising from our data (qualitative and quantitative) to continually reappraise and prioritise actions for development and improvement.

*Date approved by the Governing Body: Spring term 2011*

*Review date: Annually, Spring term.*

## LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strands we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which are included in our action plans, as well as highlighting the successful impact we have already had in our school.

## SUMMARY OF LEGISLATIVE REQUIREMENTS

### The legal frameworks

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised in below. As first published, they are:

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005  
Statutory Instrument 2005 No. 2966  
The Race Relations Act 1976 (Statutory Duties) Order 2001  
Statutory Instrument 2003 No. 3458  
The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006  
Statutory Instrument 2006 No. 29

## DISABILITY EQUALITY

### The General Duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

### Specific Duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
- involve disabled people in the development of the scheme
- produce an action plan setting out the key actions an authority will take to promote disability equality
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- monitor policies for any adverse impact on the promotion of disability equality
- publish the results of these assessments, consultation and monitoring
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

## **What Impact Have we Already had on Disability Equality in our School?**

At Weetwood we use the social model of disability as opposed to the medical model (See Learning Platform for further information on this). In line with this model we seek to make changes in our school that empower disabled school users to fully participate in school life.

Parents and carers have been consulted to ascertain their particular needs, and measures have been taken to improve physical access in school, as well as to make the school more welcoming to all members of the school and wider community. The requirements of pupils and carers new to the school are ascertained annually. Individual pupil's needs are identified and met through intervention programmes and additional staff support. Pupils are also consulted on disability equality issues and our curriculum, special assemblies and Disability Awareness weeks ensure that every opportunity is taken to address disability equality issues on an on-going basis.

## **What Key Issues Still Remain for our School?**

Our Disability Equality Action plan is reviewed annually and includes future priorities for the school (see below). School will continue to maximise opportunities to promote disability equality and challenge prejudice, it will continue to consult school users on a regular basis and review specific access provisions (such as wheelchair accessibility) as required. The completion of accessibility signage around school has been identified as a priority for 2014.

## **Access Arrangements**

Access arrangements are detailed in the action plan below. These can also be found on our Learning Platform, together with information about the support available to disabled school users.

Disability Equality Scheme Action Plan 2014 - 2017

<u>TARGET</u>	<u>ACTION NEEDED</u>	<u>WHO</u>	<u>WHEN</u>	<u>SUCCESS CRITRIA</u>	<u>MONITORING ARRANGEMENTS</u>	<u>MONITORING &amp; EVALUATION (Jan 2014)</u>
<b>PROMOTING EQUALITY OF OPPORTUNITY</b>						
To encourage disclosure of disabilities for all users of the school	Medical conditions/disability disclosure forms given out annually in Reception/Nursery welcome packs. Disabilities disclosed for children included on Inclusion Register (if given permission to share)	Office staff Head-teacher SENCO	Annually	An up to date record of all disabled school users and their 'disablilities' held	How many disabled users do we have in school?	Disability disclosure Forms given to all Nursery starters. Most people complete forms but few disabilities disclosed. <b>Need to ensure forms also go out in Reception packs each year.</b>
To ensure inclusion and equality of opportunity with regards to school trips/residentials	Identify the different aspects of school trips/residentials that may be a barrier to disabled pupils and take all measures to mitigate effects	Head-teacher SLT	As required	All school trips/residentials are inclusive		<b>New School Trip/Residential Policy addresses the inclusion of disabled pupils. Completed yet?</b> Trips and residentials are considered on an individual basis so



						that the needs of any children with a disability are met wherever possible.
<b>ELIMINATING DISCRIMINATION</b>						
To provide training for all staff about disability equality and other disability issues	Use of council Disability Equality Trainers and other disability awareness groups for general and specific training needs (both of individual staff and whole staff group)	SENCO Head-teacher	Ongoing	All staff informed about disability equality issues and specific disability and medical conditions as required.	Produce time-table/record of different training that staff have attended. Compile folder of different information from training	Action plan displayed in staffroom and referred to regularly in staff meetings. Training regarding particular disabilities arranged as needed (See Training Record in SEN File and Christine Jaques' CPD file) Training re working with Deaf and Hearing Impaired pupils held regularly for all staff. General Disability

						Awareness Training was held 2012-2013. Medical Conditions (Asthma, Epilepsy, Anaphylactic Shock) held for all staff. <b>Record and folder up to date?</b>
To ensure disabled users of the school are informed about designated member of staff and governor to contact when necessary	Names of designated member of staff and governor included in reception/Nursery welcome packs. Training provided for designated staff member	Head-teacher SENCO Governors	Ongoing	Disabled users of school make contact with a designated member of staff when required	Inclusion of the dedicated staff member within the evaluation process	Designated staff member – Lynn Russam <b>Governor – to be appointed.</b> <b>Ensure names are included in the welcome packs.</b>
To improve communication techniques/systems for those who require them	Identify the different needs of users of school and regularly consult on ways of improving communication systems. Adapt communication techniques as required	Office staff SENCO	Ongoing	Parents receive information in a variety of ways, that reflect their particular needs	List the different communication techniques/systems that are in place and evaluate their effectiveness.	This has not been raised as a concern, but requires continuous review.
To raise children's	Regularly involve children in discussion	All staff	Ongoing	Children have a better	Review through asking children about	Children have a positive image of

awareness of disabilities and disability equality issues	and activities relating to disability equality issues (curriculum, circle time, class council time, assemblies, visitors etc)	members		understanding of disability equality issues	disabilities and disability equality, using the same questions as used when developing the scheme.	disability, very little prejudice, and a good understanding of disability and participation. This awareness being increasingly embedded into everyday teaching/ curriculum.
<b><u>ELIMINATING HARASSMENT</u></b>						
To ensure that strategies to prevent and tackle disability-related harassment and bullying are in line with the schools 'Anti-Bullying Policy'	Incidents of harassment and bullying are dealt with according to the school's Anti-bullying policy	All Staff members	Ongoing	The 'Anti-Bullying Policy' is in line with the school's duty to eliminate harassment. Prevention through education is successful but any incidents are dealt with appropriately and effectively		The DES forms part of the school's Single Equality Scheme .The prevention and tackling of harassment and bullying are central to all school policies and practices.

<b>PROMOTING POSITIVE ATTITUDES</b>						
To use a wide range of materials and images throughout our teaching that are representative and inspirational	All text books, reading books and other materials continually audited for promoting positive attitudes to disability. Purchase of more books and resources with positive images, and identification and sharing by staff of which resources are useful in promoting disability equality	KS groups to audit their own books	Ongoing	A collection of books/resources that show positive images of disabled people are used regularly throughout the school.	Audit of resources used by staff	Resources in school promote a healthy, positive image of disability – eg resources portraying wheelchair users and referring to different disabilities have been purchased and Circle time puppets and posters are available to use throughout school.
To display a wide range of pictures throughout school showing our disabled pupils participating in school life	Pictures are taken of our disabled pupils participating in events such as concerts, sports days, music lessons and games and displayed in classrooms, around school, on the website and other publications (with parent's permission)	All staff	Ongoing	Users of the school enjoy displays of photographs of all children, including those who are disabled, joining in with all school activities.		Individual classrooms display pictures of all children, including those with disabilities, to celebrate their achievements. Display in the entrance hall (Every Child Matters) shows a

						wide variety of activities
<b>ENCOURAGING PARTICIPATION IN PUBLIC LIFE</b>						
To regularly invite disabled members of the community into school to talk about their lives and achievements	Contact groups such as RNIB and other groups for representatives to come into school.	Head-teacher SENCO	Ongoing	Children have experience of meeting people with a number of different disabilities during their school life and see them in a positive way.	Record of visitors and what they have promoted.	Visitors to school include Musical Arc, Wheelchair basketball team, Guide Dogs for the Blind, Hearing Dogs. <b>Any future visits plans?</b>
To encourage disabled parents/carers to participate in School Association events, any other school events or the Governing Body	Encouraging identified disabled school users to become involved in the different groups available at school	Governors, Head-teacher School Association	Ongoing	School Association/ Governing body more representative	Monitoring of members of the GB and WSA.	The limited number of disabled users of school means that they are not highly represented in the GB and WSA.

To continue to encourage both disabled and non-disabled users of school to contribute to reviews of the Disability Equality Scheme.	To continue to consult and engage all members of the school community in the review of the school's DES.	Governors, Head-teacher SENCO	Annually and ongoing	All members of the school community are involved in the review of the school's DES, including those with disabilities.	.	Our DES is published annually and all parents/carers are invited to comment. Recent consultations have not elicited feedback from disabled carers but this may in part be due to their small numbers.
<b><u>TAKE STEPS TO TAKE ACCOUNT OF A DISABLED PERSON'S IMPAIRMENTS, EVEN WHERE THAT INVOLVES TREATING THE DISABLED PERSON MORE FAVOURABLY THAN OTHER PEOPLE</u></b>						
To continue to improve the accessibility of the school for disabled users.	Following recent major changes, eg refurbishment of toilets, further improvements made as required	Site manager, Head-teacher	Ongoing	School is more accessible to all its users. Positive feedback from the disabled users of the school	Asking for the parent/carers comments again, in the light of the changes. Prioritising what needs to be changed/adapted first.	Accessibility and facilities of school assessed as good : Buzzer at front gate is at a low level for everyone to access. Designated entrance for wheelchair users at side of school (top of ramp). Additional

						<p>wheelchair - accessible entrance at rear of school (After school club entrance).</p> <p>Ramp at side of school not in ideal position but allows wheelchair access to school. This can be reconsidered if wheelchair user joins the school.</p> <p>All doors, whilst stiff ,(unable to be changed) are wide enough for wheelchair access.</p> <p>All toilets around school are now accessible for disabled users.</p> <p>Ground floor has Accessibility Suite with disabled toilet with alarm and changing mat/facilities (no</p>
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						shower as new H&S regulations limited this). Disabled parking bay in Staff Car park.
To improve signage around school, indoor and outdoor, showing users where the disabled facilities are	To identify the signs that are needed around school. To produce or purchase signs for each of these facilities	Site manager Head-teacher All staff	ASAP	Clear signage around school, indicating all the disabled facilities. Users of school have better knowledge of what is available.	Do the signs work, do they improve knowledge of facilities available?	Site manager purchasing and putting up signs – Jan 2014.
						.
To produce a welcome pack for new members of the school who are disabled, identifying	To identify the different facilities and support available to disabled users of Weetwood and make accessible to both new and existing disabled members of the school.	Head-teacher SENCO	Ongoing	All disabled users of school receive and find useful a 'Welcome Pack'.	Do all disabled users of school receive a 'Welcome Pack' and is it being used? Do the users find it useful? Can anything else be added to it?	Welcome pack written for use when required.  Access and support arrangements need to be put on LP.



available facilities and support.	To publish on school learning platform.					
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## RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

### The General Duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

### Specific Duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

### What Impact Have we Already had on Race Equality in our School?

Weetwood School has achieved Level 2 of the Stephen Lawrence Education Standard (SLES). Working towards the twelve criteria of the Standard has involved self evaluation of the

school's progress in promoting race equality and community cohesion and consultation with staff, governors, parents/carers and pupils. Areas for development have been identified and are included in our Race Equality Action Plan and Community Cohesion Action Plan (see below). These areas also form an important part of our School Improvement Plan and Self Evaluation Form for Ofsted. Our work is reviewed annually by the staff lead and governor responsible for ensuring the promotion of Equality and Inclusion in school. The school has also been re-evaluated by Investors In People and we were praised for our inclusive ethos.

With respect to the curriculum, evaluations by staff have shown that children's work has become increasingly cross curricular, with an increase in activities relating to equality and diversity linked to the topics taught in each year group. As a result, children are more engaged in lessons and excited by their learning, as well as developing a good understanding of equalities issues.

Senior Leadership Team monitoring and evaluation procedures have also identified that BME and EAL children are increasingly confident and engaged in lessons. This group of children are making progress in line with their peers and often making accelerated progress as a result of targeted interventions. There has been an increase in the number of EAL and BME children attending the Y4 and Y6 residential in recent years.

An ESOL course was introduced at Weetwood in Autumn 2010, with between 6 and 10 members. The course was so successful that it was opened up to members of the wider community. Its success was indicated by very positive feedback from its members, and from their children and the staff who work with them, One member of the group stood in a parent governor election, and others are now working. Unfortunately the ESOL course is not currently running due to a shortage of resources.

Parents and carers from minority communities are increasingly engaged with school, for example, meetings convened to discuss equality issues were well attended by members of minority communities, response rates to the most recent parent/carer engagement survey were higher than for previous surveys and the governing body currently has as parent governor from a black or minority ethnic group.

Weetwood has developed further links with other communities, both locally and globally, and has achieved Intermediate level of the International schools Award. As well as linking with other schools in Leeds, Weetwood has partnered with a school in Durban Township, South Africa, and the children have been be sharing work on the themes of music and gardening. Some of our pupils took part in a concert as part of a 'music exchange' – learning traditional Yorkshire songs and traditional songs from Durban, and performing these on instruments that were then taken over to Durban during the summer 2013. Our peripatetic music teacher, Trish Kite, took part in this trip and also took some work done by Weetwood pupils around a performance in school by Mighty Zulu Nation from Durban, and some work inspired by Weetwood' gardening club. She found the school to be inspirational.

## What Key Issues Still Remain for our School?

Weetwood has recently reviewed and improved the range of individual intervention programmes offered to our pupils, to ensure that all children's needs are met (including those identified as 'gifted and talented'). This continues to be a background priority in the School Improvement Plan. A current and ongoing priority in the SIP is the identification by the Head Teacher and staff of the vulnerable pupils within each cohort, so that staff awareness is increased and specific and differentiated support is prioritised for these children to ensure their progress.

The school continues to promote parent and carer involvement in school and continues to encourage greater engagement of parents and carers from all communities and backgrounds in, for example, the Governing Body and School Association.

Weetwood would like to further develop its international learning in school. Consideration is being given to the possibility of applying for British Council funding to allow for staff members from Weetwood and its linked school in Durban to visit one-another, as many schools have found face-to-face contact to be crucial to full engagement in the partnership. Such an application would require curriculum changes in order to demonstrate our school's ability to use the link to enhance international learning throughout the Key Stages, as well as a considerable investment of staff time. However, this would be a very exciting development for the school and one which may, in time, be realisable.

Further detailed priorities are outlined in our Race Equality Action Plan below:

### Race Equality / Stephen Lawrence Award Action Plan 2014-2017

<b>KEY OBJECTIVE 1</b> To ensure that the ethos of the school promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.				
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION (Jan 2014)</b>
Continue to raise the profile of our ethos through building on the work previously undertaken to achieve level 2 of the Stephen Lawrence Standard.	All staff AO TW	Ongoing	The standards met to achieve Level 2 of SLES (June 2011) are further embedded in school. Whole school approach ensures broad understanding of school ethos and zero tolerance of discrimination.	Children, parents/carers, staff and governors are aware of ethos and are informed about projects and progress through assemblies, displays, newsletters, school / class council, minutes of meetings etc.
Using the UN Universal Declaration of Human Rights	AO TW	Ongoing	Every child is prepared for life in a	

<p>and the Declaration of the Rights of the Child as starting points, work to ensure that pupils are prepared for life in a diverse society and develop to be tolerant, responsible global citizens.</p> <p>Provide extensive opportunities for pupils to develop tolerance and understanding and an insight into the lives, traditions, life-stances and aspirations of others.</p> <p>(Resources: cyberschoolbus.un.org, responses to consultation about Global Learning Strategy, eg ncb, global teaching websites)</p>	<p>All staff Governing body</p>		<p>rapidly changing and multicultural society, through developing tolerance, understanding, respect and a sense of community and global awareness and responsibility.</p> <p>Pupils are enabled to evaluate information and events from a global perspective and realise their individual responsibilities in an interdependent world.</p> <p>Every pupil is prepared to make a positive contribution in a global society.</p> <p>Every pupil is equipped to collaborate across borders in dealing with global challenges such as climate change and poverty and inequality.</p> <p>Every pupil has the best chance of success in an increasingly competitive international labour market.</p>	
<p>Regularly review school's Single Equality Scheme (SES) in line with LEA guidelines and including results of whole school consultation.</p>	<p>TW AO</p>	<p>Annually (spring term)</p>	<p>SES widely disseminated for consultation and action plans reflect consultation feedback. Updated SES and action plans accessible and acted upon by staff. SES, plans and annual report distributed to parents/carers and published on website.</p>	<p>SES is up to date. Action plan is awaiting inclusion of consultation feedback. Plan will then be displayed in staff room and referred to regularly.</p>
<p>Review and update all policies with regard to equality issues, as and when necessary.</p>	<p>TW All staff Governors</p>	<p>Ongoing</p>	<p>All policies are reviewed in terms of Equality and are up to date.</p>	<p>Relevant policies, up-to-date action plans, reviews and reports of progress are published (school website and paper formats.) Specific actions are included in SIP.</p>

Ensure Children's charter is widely published and regularly referred to in school.  Devise version with language more accessible to younger children.	All staff All pupils  Key stage 1 staff and pupils/ class and School Council	Ongoing  Spring term 2014	Children value and refer to the Charter and understand their commitment to equality and valuing diversity.	Charter is displayed in each classroom. Younger pupils' version is still to be devised. Whole school assemblies referring to Children's charter is held termly. Parents/carers are informed of charter annually through letters and learning platform.
Refresh all staff Equality and Diversity training	AO TW	Spring term 2014	All staff are aware of equality issues and demonstrate their duty to actively promote equalities, challenge inequalities and promote community cohesion.	Staff development in relation to equality and diversity is to be reviewed and addressed if necessary.
Induct all new staff and governors in Equality and Diversity and duty to promote Community Cohesion and ensure all are familiar with relevant policies.	TW AO	As required	All new staff and governors are aware of the school's ethos regarding equality and community cohesion. They are familiar with all policies linked to this agenda.	Induction of staff and governors in relation to equality and diversity and community cohesion needs to be ensured.
Seek to engage BME parents/carers and those with EAL in their child's education. Provide toy/ game bags to support learning at home.	MD All staff	Ongoing	Parents/carers have a better understanding of their child's education and are better able to support their learning and become engaged with school life.	Parents/carers with EAL are well supported and helped to engage in their child's education both at reception entry and further up the school.
Refer parents/carers to external ESOL groups as school not running course at present.	MD	Ongoing	Attendees more confident in carrying out everyday activities and confidently engage with school.	School is not able to run ESOL classes at present due to resource issues.

<b>KEY OBJECTIVE 2</b> To raise achievement of minority ethnic pupils and ensure equality of opportunity.				
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Use termly progress records, tracking and lesson observation to monitor attainment and progress and identify underachieving groups.	TW/PF All staff	Termly	Vulnerable groups within each cohort are identified. Increased staff awareness has a positive impact on pupils' learning.	Lesson observation, pupil progress meetings, cohort tracking and records showing point score progress are used effectively to identify vulnerable groups. Additional records relating to behaviour/social development are also used.
Identify barriers to	TW/PF	Termly	Specific and	Intervention map identifies

learning and devise intervention strategies for raising achievement.	All staff		differentiated support is provided and identified pupils are making satisfactory or better than expected progress.	specific and differentiated support given and identified groups are making appropriate progress.
Set and review targets based on previous achievement of individual pupils and ethnic groups (Fischer Family Trust Data) - Y5 and Y6	TW AO	Nov each year	Y5 and Y6 staff set / review targets in light of current data. Targets met in Y6 - aggregated targets closely match or exceed those provided through use of Fischer Family Trust Data .	Target record sheets for Yr 5 & 6 and analysis of SATs used effectively to set new targets.
Ensure new pupils and families with EAL are fully supported (eg pupils taught to welcome new child in their first language, buddying of pupils and carers, signposting to relevant services).	TW MD All staff	As required	Specific language needs identified and addressed.	Induction process for new pupils entering school at all stages addresses needs of families with EAL.
Maintain a register of languages spoken by EAL pupils and their parents. Provide quality interpretation and translation services as appropriate.	TW Office staff	Ongoing	Staff aware of translation services available and which parents may need support.	Register of languages spoken is up to date and interpretation/translation used when required.
Monitor attendance by ethnicity and take appropriate action to address any issues identified.	TW Office staff	Ongoing	Attendance among identified group continues to improve.	Attendance by ethnicity is effectively monitored and issues addressed.

**KEY OBJECTIVE 3** To offer an inclusive curriculum that reflects the multi-ethnic nature of our society.

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Ensure that curriculum effectively promotes Race Equality and actively draws on the interests of minority groups in relation to ethnicity, language and religion, as well as ability and gender.	AO TW Subject leaders	On going	Subject policies, schemes of work and planning promote the Equality policy and ethos of the school and reflect and draw upon the interests of all groups of pupils.	Monitoring and review of curriculum is ongoing (curriculum policies, schemes of work, topics and planning monitored and reviewed, including work sampling across all curriculum and pupil questionnaires). Whole school long term

				plan highlights opportunities for developing equality/diversity theme.
Audit and supplement resources	AO Subject leaders	Ongoing	Topics and resources promote the Equality policy and ethos of the school and challenge prejudices, stereotypes and discrimination. Displays, signs, books etc promote Race Equality.	Topics and resources are audited annually to check for relevance. New artefacts, books, posters and music have been purchased, though these could be supplemented. Displays around school promote equality and diversity, though additional permanent and varied positive messages/images could be considered.
Continue annual participation in Black History Month, Fair-trade Fortnight, Gypsy Roma Traveller History Month and visits to places of worship in the locality etc. Continue annual programme of Festival Assemblies and assemblies exploring diversity.	All staff AO LW	On going	Children learn about positive black figures from History. Children know about and show respect towards a range of religious / cultural events and life stances.	School has a regular programme of assemblies, events and visits that support the promotion of equality and diversity.
Continue to develop International schools links with our partner school in Durban Township, South Africa, including possible staff exchange.	A d l T AO TW GB	On going	Pupils learn about children's lives in another country. Stronger partnership developed though staff exchange.	Partnership with school in Durban, South Africa now developed; children are sharing work on the themes of gardening and music. Some communication problems identified which could be addressed by strengthening partnership through staff exchange if feasible. Funding and staffing issues to be explored.

**KEY OBJECTIVE 4** To ensure procedures for managing attendance, behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Ensure pupils are aware of procedures for Responding to Racial Harassment and that procedures are followed appropriately and effectively.	TW All staff Governors	Ongoing	All members of school community are aware of and have trust in procedures for responding to racial harassment	Policy operating successfully (parent/ pupil friendly version written March 2011).



Continue to monitor incidents of unacceptable behaviour recorded in class communication books, head teacher's behaviour book and Racist Incident Log.	All staff AO TW	Ongoing	School has effective, robust systems for reporting, recording and monitoring all incidents of bullying, racism, and other oppressive behaviour and discrimination.	Monitoring of record systems is carried out by TW/AO
Identify any trends and take appropriate action to address issues, eg themes in assemblies.	AO, TW All staff Governing body	Ongoing	Class communication books, the head teacher's behaviour books and the Racist Incident log are used effectively and incidents are followed up appropriately. Pupils and Parent/Carers are aware of policies and given opportunities to give feedback.	Trends are identified through monitoring of record systems and addressed where necessary.
Ensure pupils have an understanding of the consequences of racist behaviour and are aware of school's Anti-bullying policy and procedure for reporting incidents. Review procedure with pupils regularly through class and school council.	AO CH All staff	Ongoing	Data enables analysis and evaluation to take place. Pupils feel safe from bullying and racism and all forms of discriminatory behaviour and feel confident that they will receive support from staff if needed. Pupils feel confident in reporting concerns.	Feedback in relation to this is being obtained through school and class council.  The use of oppressive language (including terms such as 'gay') is being considered as a possible focus for future work.

**KEY OBJECTIVE 5** Develop links with parents, governors and community to promote race equality and community cohesion

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Ensure school is welcoming to all parents, carers and visitors.	TW AO All staff Governors School Association	Ongoing	All visitors to school are warmly welcomed. If there is a need, translated versions of policies etc are made available.	Visitor and parental feedback is positive.
Encourage people from minority ethnic communities to become involved in the school as volunteer helpers, school governors and active School Association members.	TW Governing body All staff School Association	Ongoing	Number of governors and parental helpers from minority ethnic groups increased. Parents/carers from BME backgrounds participate equally in consultation and review processes.	Governing Body currently has 2 governors from BME backgrounds. Volunteer helpers in school and active School Association members include parents from BME backgrounds.

<p>Further develop links with other primary schools.</p> <p>Invite local High school pupils to talk about race equality as part of Transition work.</p> <p>Consider ways of extending partnerships and promoting community cohesion - eg through: Inclusion charter mark, Investors in pupils, Junior Windsor fellowship, REEMAP, Leeds Racial Harassment Project, Primary Colours etc.</p>	<p>AO TW</p>	<p>On going</p>	<p>Pupils work with other schools on a variety of projects to develop understanding of equality and diversity and community cohesion.</p>	<p>Working with other schools is ongoing.</p>
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## COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities, a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued, a society in which similar life opportunities are available to all, and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

At Weetwood school we make this contribution by creating opportunities, through the curriculum and in other ways, for pupils to interact with those from different backgrounds to themselves, to enrich their understanding of community and diversity.

We recognise that a school’s community is defined in 4 dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

We understand that there are links between this duty and the duty to promote equality, but that each has a distinctive focus, and this is reflected in the separate community action plan we are currently developing.

We recognise that our school's contribution to community cohesion should include the following:

### **1. Teaching, learning and curriculum**

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

At Weetwood we take every opportunity to achieve the above through the revised flexible curriculum, PSHE, RE, assemblies, visits to places of worship, and additional support and intervention programmes for pupils with EAL.

### **2. Equity and excellence**

- ensuring equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups

We strive to ensure equity in our behaviour and admission policies, and through the thorough analysis of performance data.

### **3. Engagement and extended services**

- providing reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- building positive relations
- receiving services which build positive interaction and achievement for all groups

Weetwood has forged a number of links with different schools and communities, provides extended services and ESOL classes to the wider community, engages in intercultural activities such as Bollywood dance displays, has a rich programme of school trips, for example to the Roma traveller centre, and utilises multi-agency services when appropriate.

## **Draft COMMUNITY COHESION ACTION PLAN 2014-2017**

<b>KEY OBJECTIVE 1</b>					
Develop links with parents/carers, governors and community to promote a common vision and sense of belonging for all.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Ensure school is welcoming to all parents, carers and visitors.	All Staff TW Governors School Association	Ongoing		All visitors to school are warmly welcomed.	Feedback from parents/carers/visitors positive.
Continue to raise the profile of our ethos through embedding the work undertaken to achieve level 2 of the Stephen Lawrence Standard (June 2011)	TW AO Governors	Ongoing		The leadership team and all school staff are highly committed to promoting all equalities and community cohesion and are positive role models. Staff demonstrate their understanding of equality issues and their duty to actively promote inclusion, challenge inequalities and promote community cohesion.	Children, parents / carers, staff and governors are aware of school's ethos and are informed about projects and progress through assemblies, displays, newsletters, school / class council, minutes of meetings etc.
Set on-going training programme and follow up impact on practice.	TW, all staff/ governors	Ongoing		All staff have on-going access to training. Provision is made for sharing of learning and staff demonstrate the impact of training on their practice.	Monitoring through: Register of training for all staff and governors. Staff feedback and supervision. Regular monitoring of children's work. Parent/carer feedback. Pupil feedback.
Consider updating school's mission statement to strengthen emphasis on inclusion and high expectations for all learners' educational, moral, social, cultural and spiritual development, health and emotional wellbeing.	All staff/governors in consultation with wider school community			Equality issues are reflected in all policies and are kept high on the agenda for both staff and governors.	
Further promote Pupils' Equality charter.	AO All staff/pupils School Council			All school community shares a common vision and a sense of	Parents/carers from a variety of backgrounds express a sense of belonging to school

Review prospectus and other documents annually, to ensure emphasis on school's commitment to community cohesion and inclusion.	TW AO	Ongoing		belonging.	and feel involved with school life. Staff feedback confirms this.
Publish summary report on school's progress re. Equalities and promoting community cohesion annually.	TW AO	Ongoing		The school ethos is such that all members of the school community, including pupils, naturally treat each other with respect, consideration and empathy.	School is a happy and harmonious environment where respect and tolerance are the norm. Very few oppressive or discriminatory incidents occur, but when necessary they are dealt with effectively.
Further develop Equalities section on school learning platform (website) to update school community (in addition to newsletter).	TW Ao All staff Governors	Ongoing			
Encourage people from minority ethnic communities to become school governors. Agree target?	TW AO Governors	Ongoing		Number of governors from minority ethnic groups is increased/target achieved.	Register of Governors: Currently 2 BME representatives on GB.
Continue to promote involvement of whole school community in school life and development.	All staff/governors School Association	Ongoing		Parent/carers from range of backgrounds are represented as volunteers in school and in other activities, consultation processes etc.	Recent Equalities consultation/review process (Jan 2010) engaged parents/carers and adult siblings from local BME community, particularly through focus groups.
Give thought to promoting greater engagement of BME parents/carers in next parent/carer engagement survey and	TW AO MD				BME response rate to last Parent/carer Engagement Survey (April 2010) higher than

<p>governor elections etc.</p> <p>Send out Parent/Carer Partnership Policy annually</p> <p>Take all opportunities to make active links with local BME community and to consult when appropriate.</p> <p>Further develop school as hub for local community, eg: continue to offer ESOL classes to parents and community members and other lifelong learning opportunities such as STEPS course.</p>	<p>TW</p> <p>TW AO MD All staff</p>	<p>Annually (autumn term)</p> <p>Ongoing</p>		<p>School facilities promoted to and accessible to all members of the local community.</p>	<p>previously but could be improved.</p> <p>Parent/Carer Partnership Policy (June 2010) emphasises inclusive ethos, includes info. re. dual language communications, EAL support (such as help with reading letters, support groups, eg: Share, and buddying) and encourages various forms of involvement in school.</p>
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<b>KEY OBJECTIVE 2</b>					
Ensure the diversity of school community members' backgrounds and circumstances is appreciated and valued.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
<p>Use of creative curriculum, PSCHE, RE, place of worship visits, assemblies and collective worship/reflection (including Pupil contributions) to explore and celebrate diversity.</p> <p>Parent/carer feedback and suggestions :</p>				<p>Pupils are encouraged to share common values and experiences, challenge prejudice and stereotyping and respectfully consider and discuss diversity. Pupils feel comfortable to do so.</p> <p>Pupils respect and appreciate those from other cultural, ethnic, religious or non-religious and socio-economic groups from their own.</p>	<p>Parent feedback:</p> <p><i>'[the school's] work on different cultures and celebrations [is a strength]'</i></p> <p><i>'I think practices such as adopting a country per class are a great idea to involve parents and carers and the wider community'</i></p> <p><i>'Perhaps a secular song could be sung occasionally or one from a different faith. This would reinforce the work going on in lessons about difference and inclusion.'</i></p> <p><i>'Encourage children to be proud of their cultures, to ensure children from all cultures and backgrounds integrate with each other.'</i></p> <p><i>'Voices from far away' –could we run a project to provide an insight into the experiences of a group of Weetwood parents who first came to the Uk as adults, and how this impacts</i></p>

					<p><i>on their experience as parents of Weetwood School? We could interview parents we know, in their preferred language, and share their stories with the school community, perhaps as part of Weetwood World Week.'</i></p> <p><i>Support pupils with English as a second (or third) language and value bi-lingualism.</i></p> <p><i>'It's really important that the children learn about different religions and cultures as it's often ignorance that results in racism.'</i></p> <p><i>'It's important to look out for the more subtle forms of bullying, too – such as repeated comments about hair colour...' and repeated gender stereotyping of someone.'</i></p>
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<b>KEY OBJECTIVE 3</b>					
Ensure that members of the school community, in particular the pupils, have similar opportunities, irrespective of their backgrounds.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
<p>Use termly progress records to monitor attainment and progress.</p> <p>Identify underachieving groups and devise intervention strategies for raising achievement.</p> <p>Set targets based on previous achievement of individual pupils and ethnic groups (Fischer Family Trust Data) – Y5 and Y6</p> <p>Ensure inclusion reflected in personal development, health and emotional wellbeing and whole life of school eg. trips, residential, extra-curricular, music, SRE, PE and informal and formal parent/carer evenings,</p> <p>Implement Induction Policy for pupils with EAL and review as necessary.</p> <p>Maintain a register of languages spoken by EAL pupils and their parents so that bilingual staff, parents &amp; pupils may be used to</p>	<p>MD TW AO</p>	<p>Termly Ongoing</p>		<p>Every aspect of school life is accessible and inclusive. All pupils and members of the school community are able to succeed and/or participate at the highest level possible.</p> <p>Underachieving groups make targeted progress.</p> <p>School facilities promoted to and accessible to all members of the local community.</p> <p>Communication and partnership between staff, parents / carers and children is good.</p>	<p>This objective is a key objective in SIP.</p> <p>Support for interventions and feedback about progress from parents</p> <p>Feedback from pupils and parents/carers.</p> <p>Parent feedback:</p> <p><i>‘... the little things like sweets with gelatine at school fairs....it means that some children miss out on the prize.’</i></p> <p><i>‘I wondered whether any of the assemblies dealt with the issue of non-faith.’</i></p> <p><i>‘we value hearing early on if</i></p>

provide quality interpretation/ translation services as appropriate.					<p><i>our child is having difficulties, eg with the language'</i></p> <p><i>'she might not tell the teacher [about difficulties related to their EAL], and just give up.'</i></p> <p><i>'It would be helpful if the communication book [for a child with SEN] could be used more consistently.'</i></p> <p><i>'Also, perhaps a more flexible approach to the school's Behaviour Policy if the child has special needs.'</i></p> <p><i>'It's really important that children are taught to tell staff if they or someone else are being mistreated/bullied.'</i></p>
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<b>KEY OBJECTIVE 4</b>					
Ensure that pupils, and all members of the school community, have meaningful interaction with one another and have a sense of belonging within the school and wider community.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Ensure school is welcoming to all parents, carers and visitors.	All Staff TW	Ongoing		All visitors to school are warmly welcomed.	School Association promotes inclusive and multicultural

Provide maximum opportunities for children, their families and other school community members to interact with others from different backgrounds.	Govs School Association  TW AO Governing Body	Ongoing		All school community shares a common vision and a sense of belonging, and a community sense of self esteem and wellbeing.  Strong and positive relationships exist in school and with the wider community.	events such as Eid celebrations, fairs etc which are attended by members of whole school community.  Last Equalities consultation/ review process (Jan 2010) engaged parents/carers and adult siblings from local BME and wider community.
Encourage people from minority ethnic communities to become school governors.	GB TW JS  TW AO	Ongoing  Ongoing		Number of governors from minority ethnic groups is increased/target achieved.	Volunteer parent/carers offer informal support to new parents including those with EAL.  Register of Governors. Currently 2 BME representatives on GB.
Continue to promote involvement of minority ethnic parents in the school.	TW AO School Association	Ongoing		Ethnic minority parents are represented as volunteers in school and in other activities, consultation processes etc.	Increase in volunteers in school from variety of backgrounds; volunteers often move on to further education or apply for positions at school.
Take all opportunities to make active links with local BME community, to consult when appropriate and ensure full access to school facilities for this community.	TW AO All staff	Ongoing		School facilities accessible to and used by all members of	School has ongoing programme of visits to Places of Worship/links with faith organizations.  School lettings, out of hours activities and holiday

<p>local community, eg: continuing to offer ESOL classes to parents and community members, and other lifelong learning opportunities such as STEPS course.</p>				<p>the local community.</p>	<p>schemes reflect school's promotion of facilities to local community.</p>
<p>Further develop twinning/linking with other primary schools, to extend links already made.</p>	<p>TW AO MD</p>	<p>Ongoing</p>			<p>Some parents have suggested a 'homework club' for parents and children (similar to Share).</p>
<p>Continue to promote volunteering opportunities in the local community, eg, bulb planting with local residents and students.</p>	<p>TW All staff</p>	<p>Ongoing</p>			<p>Links already made with other schools. through SLES, Sustainability Project, Rhinos Study support, interschool gymnastics, cricket etc</p>
<p>Consider ways of extending partnerships and promoting community cohesion – eg through: inviting Lawnswood pupils to talk to yr 5 and 6 about race equality as part of Transition work, Inclusion charter mark Investors in pupils, Junior windsor fellowship REEMAP, Leeds Racial Harassment Project, Primary Colours etc.</p>	<p>TW</p>	<p>Ongoing</p>			<p>Work with Equalities and Entitlement Team in Education Leeds to set up school linking with another Leeds school in a different geographical location and population make-up</p> <p>Parent/carer feedback: <i>'Continue to monitor playtimes, to ensure <b>all</b> children are playing with each other and not left out'</i></p> <p><i>'We all have unconscious prejudices.'</i></p>
<p>To improve understanding and to challenge stereotyping between young and older people</p>		<p>Ongoing</p>			<p>Intergeneration project with local community elders now established.</p>

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<b>KEY OBJECTIVE 5</b>					
Ensure that pupils are prepared for life in a diverse society and develop to be tolerant, responsible global citizens.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Provide extensive opportunities for pupils to develop tolerance and understanding and an insight into other lives, traditions and lifestyles than their own, for example, through curriculum, assemblies, visits, RE, PSICHE and visitors from local and wider communities.	TW AO SM All Staff	Ongoing		Every child is prepared for life in a rapidly changing and multicultural society, through developing tolerance, understanding, respect and a sense of community and global awareness and responsibility. Pupils are enabled to evaluate information and events from a global perspective and realise their individual responsibilities in an interdependent world.	
Further promote global understanding and citizenship through International School Award, extending international links, MFL teaching, Fair trade and Sustainability projects and fund-raising/ awareness-raising, eg for SE Asian earthquake.	TW CH RA LW AO All staff School Association	Ongoing		Every pupil is prepared to make a positive contribution in a global society.  Every pupil is equipped to collaborate across borders in dealing with global challenges such as climate change and poverty.	
Participate in Global Learning	All staff				

Strategy and utilize new global teaching website.				Every pupil has the best chance of success in an increasingly competitive international labour market.	
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## GENDER EQUALITY

### The General Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

### Specific Duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
- gather and use information on how their policies and practices affect gender equality
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- consult stakeholders in the development of the scheme
- assess functions and policies, or proposed policies, which are relevant to gender equality
- implement the actions set out in the scheme within three years
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- gather and use information on how its policies and functions affect gender equality in the workforce.

### What Impact Have we Already had on Gender Equality in our School?

When developing our Gender Equality Scheme Weetwood consulted with pupils, staff, governors and parents/carers. This consultation informed our Action Plan (see below) but also highlighted parental satisfaction with the school's approach and a commitment by carers to promote gender equality and support the school's work at home.

Gender equality is included in staff induction and all staff are fully aware of the scheme and implement its objectives, including those arising from pupil consultation. Gender equality is

discussed as part of performance management and CPD for all staff.

School's recent curriculum review has resulted in increased opportunities for promoting gender equality and assemblies and other opportunities are used to raise awareness of gender issues and challenge gender stereotypes.

Curriculum policies, schemes of work and planning are regularly reviewed and monitored by subject co-ordinators to ensure they promote gender equality. Pupils feel there is a good balance of topics, resources, extra-curricular and physical activities which are of interest to both boys and girls, and mixed gender working groups are used to address gender issues in subjects such as maths and literacy.

All existing or proposed policies are reviewed regularly with respect to gender equality.

### **What Key Issues Still Remain for our School?**

The school's Gender Equality Action plan below sets out ongoing aims and objectives.

These include continued awareness-raising for both pupils and staff, taking every opportunity through the revised flexible curriculum to address gender issues, and the continued promotion of staff confidence in challenging and reporting sexism and gender-based discrimination.



## Gender Equality Scheme 2014 - 2017

<b>KEY OBJECTIVE 1</b>					
<b>To ensure that the ethos of the school promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.</b>					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION (Jan 2014)</b>
Continue to promote an anti-sexist school culture and ethos in which sexism and gender-related bullying are not tolerated.	All Staff TW AO Governors School Association	Ongoing		All visitors to school are warmly welcomed.  Staff, pupils and parents/carers are aware of school's approach and involved in setting scheme objectives. All members of school community contribute to promoting the scheme.	Feedback from visitors positive.
Continue to ensure that induction of all new staff includes gender equality and that on-going training and discussion forms a key component of CPD for all staff.	TW AO	Ongoing		Policies, prospectus, website etc reflect gender equality.	Gender equality is included in staff induction policy and is discussed as part of PM and CPD of all staff. [Possible CPD sources: Connexions in action; <a href="http://www.womankind.org.uk">www.womankind.org.uk</a> ]
Ensure staff, pupils and parents/carers are consulted to inform the GES.	TW AO Governors All staff	Three yearly		Curriculum policies, schemes of work and planning promote gender equality. Boys and girls can confidently and accurately assess their competence at different subjects, independent of gender stereotypes.	Consultation with school community takes place at least every 3 years, but documents published and parent/carer, governor and staff feedback invited annually.
Ensure all publications and communications reflect commitment to gender equality.	Governors TW AO	Ongoing		Gender –related assumptions and lack of confidence in maths or literacy in particular are challenged.	Incorporation of pupil feedback on-going.
Take every opportunity, across the curriculum and in every area of school life, to challenge gender	All staff TW	Ongoing		Children's perception that 'brown boys'	



<p>Ensure that staff do not inadvertently perpetuate gender stereotypes.</p> <p>Ensure that behaviour policy and practice and reward system is applied equitably.</p> <p>Continue to challenge and record all incidents of unacceptable behaviour in class communication and head teacher's behaviour book.</p> <p>Monitor incidents and take appropriate action to address any issues identified.</p> <p>Continue to review all school policies with regard to gender.</p>	<p>All staff</p> <p>AO TW All staff</p> <p>TW AO All staff Governors</p> <p>TW AO Governors</p> <p>TW AO Governors</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupils experience no gender-related bias (eg in requests for washing up!)</p> <p>Pupils perceive that both boys and girls are 'noticed' equally and that boys (particularly BME boys) are not unduly implicated in incidents.</p> <p>Pupils experience no discrimination, harassment, bullying or stereotyping.</p> <p>All incidents are reported and dealt with appropriately and effectively. Serious concerns are reported to the governors through the Head teacher's Reports.</p> <p>School policies and practices promote gender equality and have no adverse impact, with respect to gender equality, on pupils, staff or carers.</p> <p>All policies up to date and reviewed regularly with respect to gender equality.</p>	<p>Curriculum review has resulted in increased opportunities for promoting gender equality.</p> <p>Current plans include activities which challenge gender stereotypes in career choices.</p> <p>Work also planned on gay/lesbian relationships, and the use of derogatory language (eg, 'gay').</p> <p>Pupil feedback to be sought – last survey elicited that children feel there is a good balance of topics of interest to both boys and girls.</p> <p>Mixed gender working group used to reduce gender divisions in subjects such as maths and literacy. Curriculum policies, schemes of work and planning are reviewed and monitored by</p>
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<p>Review GES and publish progress and new scheme every 3 years.</p>	<p>AO TW</p>	<p>Three yearly</p>	<p>Main objectives of scheme referred to in Profile and SIP and progress communicated to carers and governors.</p>	<p>subject co-ordinators regularly to ensure they promote gender equality. When last surveyed, pupils felt there was a good balance of library books to appeal to both boys and girls. Further resources to support equality work yet to be purchased. Assemblies are used to raise awareness of gender issues and challenge gender stereotypes, eg: 'heroines and heroes'.</p> <p>Resources such as nursery 'home corner' and construction toys promoted to and used equally by boys and girls.</p> <p>Action plan is displayed in staffroom and referred to regularly in staff meetings.</p> <p>Promotion of gender equality is discussed in performance management.</p>
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				<p>Staff are briefed on reporting and recording gender-related incidents and appropriate action is taken when needed.</p> <p>Sexist and homophobic bullying is included in Behaviour policy and Anti-bullying procedures.</p> <p>Policies relating to behaviour and anti-bullying, admissions, healthy schools, PE, uniform and ECM, and staff employment conditions checked. All reflect school's commitment to gender equality.</p> <p>All existing or proposed policies are reviewed regularly with respect to gender equality.</p>
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**KEY OBJECTIVE 2**

To ensure that all pupils have equal opportunity and support to achieve their potential.

<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION – ongoing.</b>
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<p>Continue to ensure that all individuals and groups of pupils make the best progress possible in our school by meeting their individual needs.</p> <p>Ensure that girls are able to play football and play on the field during playtimes without fear of roughness of boys.</p>	<p>All staff TW AO</p>	<p>Ongoing</p>	<p>All children are making appropriate progress and participate fully in all areas of school life, such as PE and sport, and including extra-curricular and after-school activities, residential and trips.</p> <p>Children are helped to make choices within school and in their broader lives that are free from gender stereotyping.</p>	<p>School staff and out of hours provision staff are aware of national trends with regard to gender and act to mitigate them, eg by challenging gender assumptions. Monitoring of lessons, after-school activities and clubs occurs to ensure that all provide a variety of opportunities appealing to both boys and girls and provide an environment that is not unduly competitive, to ensure that girls have equal opportunities, eg in physical activity.</p>
<p>Identify underachieving or under-participating groups, identify barriers and devise strategies for raising achievement and inclusion.</p>	<p>All staff AO TW Subject leader</p>	<p>Ongoing</p>	<p>Targeted groups of children make appropriate progress and participate fully.</p>	<p>This is effectively monitored and addressed where required.</p>
<p>Continue to monitor gender issues relating to attainment.</p>	<p>AO TW Governing Body</p>	<p>Termly</p>		

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<b>KEY OBJECTIVE 3</b>					
Develop links with parents/carers, governors and community to promote gender equality.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
Ensure school is welcoming to all parents, carers and visitors.	TW AO All staff	Three yearly.		All visitors to school are warmly welcomed.	Feedback from visitors positive. No reports of gender discrimination.
Regularly consult with whole school community to further develop GES and promote a whole school approach.	Governing Body				
Publish review of progress in implementing GES in newsletters, on website and in school profile.	TW AO Governing Body	Annually		Revised GES published following each consultation, at least every three years. Parents/carers support gender equality scheme.	Review of progress, SES and action plans published annually for consultation with parents/carers. (Spring term).
Monitor gender representation on governing body.	GB	Ongoing		Representative gender balance is maintained in Governing Body.	Governing Body currently 7 women, 7 men.
Continue to encourage	All staff	Ongoing		Fathers/male carers are	Helpers in school

fathers/male carers to be involved in school life.	School Association		represented as volunteers in the classroom and in other activities and School Association functions.	include many fathers/male carers.
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<b>KEY OBJECTIVE 4</b>					
Gender equality is reflected in staff employment conditions.					
<b>ACTION</b>	<b>WHO</b>	<b>WHEN</b>	<b>£</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION – ongoing.</b>
Monitor and address any staffing issues related to gender.	TW Governors	Ongoing		Greater representation of men in staff, including temporary and occasional staff/visitors.	No staffing issues identified other than under-representation of male staff.
Ensure recruitment and employment processes (eg promotion and training and development opportunities) are fair and equitable and that there is no gender bias in leaver rates.	TW Governors	Ongoing		Employment processes and conditions are equitable. Leaver rates show no gender bias.	Recent recruitments followed procedures and resulted in employment and/or short-listing of 2 male applicants. Better balance attempted through promotion of male visitors, students, supply staff, sport trainers and visitors.
Ensure there is no gender-related pay gap issue.	TW Governors	Ongoing		Pay is not gender-related.	No pay gap objective required but national pay gap issue is addressed in curriculum.
Ensure women continue to be represented in senior posts and encourage through flexible and part-time working if necessary.	TW Governors	Ongoing		Women occupy senior posts and availability of flexible and part-time working facilitates this when necessary (meet or exceed national statistic of only	Currently women over-represented in senior posts. Currently 3 staff



<p>Ensure that there is a positive working culture for pregnant staff and those with family responsibilities, including older relatives, outlined in written guidance.</p>	<p>TW Governors</p>	<p>Ongoing</p>	<p>10 % of teachers working part-time).  There is a good post-maternity return rate for staff.</p>	<p>members job share.  Policy relating to this in place and implemented effectively.</p>
<p>Ensure sexual harassment or gender discrimination complaints are investigated appropriately, according to guidance, and are monitored.</p>	<p>TW Governors</p>	<p>Ongoing</p>	<p>Procedures for investigating gender-related complaints are linked to staff grievance and disciplinary procedures. All complaints are investigated appropriately and monitored and serious sexual harassment is treated as gross misconduct. No gender-related bias exists in staff disciplinary or grievance procedures or those subject to procedures.</p>	<p>Procedures are in place. To date, no gender-related complaints made by staff or gender bias experienced by staff subject to disciplinary procedures.</p>

## Sexual Orientation and Marital/Civil Partnership Status

In addition to the above scheme, staff and governors at Weetwood work to:

- ensure that staff are not discriminated against on the grounds of sexual orientation and marital/civil partnership status in any of the areas of recruitment, promotion, training and development, dismissal, redundancy, benefits and pay;
- respect individual's rights under the law to protection from direct and indirect discrimination, victimisation or harassment on the above grounds;
- ensure that the children of gay or lesbian parents and carers are not treated differently or less favourably;
- ensure that homophobic bullying, harassment or discrimination in school is taken as seriously as any other form of bullying or discrimination;
- fulfil our legal duty to support staff who choose to reveal their sexual identity, and protect the privacy of those who don't.

## EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at Weetwood will also comply with and have due regard to the following equalities legislation:

### New Equality Act 2010

The Equality Bill has recently gone through parliament and became an Act on the 8<sup>th</sup> April 2010. It takes effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability** (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular "capacity" such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability.

- **Gender re-assignment** (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- **Pregnancy and maternity** (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

- **Race** (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief** (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex** (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation** (no change)

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age** (no change)

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

The **Employment Equality Regulations 2003** protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

The **Employment Equality (Sexual Orientation) Regulations 2003** and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

### **Gender Recognition Act 2004**

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination

(Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

### **Human Rights Act 1998 and Article 14 of the European Convention on Human Rights**

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

### **Part 2 of the Equality Act 2006**

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

### **Employment Equality (Age) Regulation 2006**

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

### **The Equality Act (Sexual Orientation) Regulations 2007**

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

### **Glossary:**

#### **Diversity is**

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

#### **Duty**

A mandatory and legal obligation to do something.

## **Promote**

Contribute to the progress and growth of....

Make publicity for.....

## **Equality and Human Rights Commission (EHRC)**

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

## **What is meant by discrimination?**

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.

## **Direct discrimination**

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate. It is not direct discrimination against a non disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

### **Combined discrimination**

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

### **Indirect discrimination**

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

### **Victimisation**

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

### **Harassment**

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating ,hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

### **Positive action**

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.