

The William Henry Smith School

Equality, Diversity and Community Cohesion Policy

Policy Details

Status:	In-house
Approval by:	SLT
Frequency of review:	Annually
Lead member of staff:	Sue Ackroyd
Last Review Date:	Summer term 2021
Next Review Date:	Summer term 2022
Policy Number:	WS 13

1. Introduction

- 1.1 The school undertakes to meet all its statutory obligations in relation to the Equality Act 2010 (which replaced previous equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act).
- 1.2 The Equality Act 2010 constitutes a single, consolidated source of discrimination law, covering all types of discrimination which are unlawful. Its introduction simplified the law by removing inconsistencies and anomalies that had developed over time in the existing legislation, and in certain areas it extended legal protection from discrimination.
- 1.3 The Equality Act 2010 replaced the previous three sets of duties on schools to promote disability, gender and race equality through the mechanism of having equality policies and action plans for each of these discrete categories (although many schools chose to meet these previous duties by combining the three policies into a 'single equality policy') with a new equality duty which consists of two parts: the 'general' equality duty and 'specific' equality duties.
- 1.4 Schools were required to comply with these updated duties from 6 April 2012, although certain duties were further enhanced and clarified by the subsequent introduction of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.
- 1.5 The general duty is the overarching legal requirement for public sector employers (such as schools) in relation to equality. It means they must consider how their policies, practices and day-to-day activities impact on pupils and staff, and under the general duty, such employers are required to have 'due regard' to the need to:
 - eliminate unlawful discrimination, harassment and victimisation
 - advance equality of opportunity between those who share a protected characteristic (as specified in the Equality Act 2010) and those who do not (this is defined in the legislation as having due regard to the need to remove or minimise disadvantages)
 - foster good relations between those who share a protected characteristic and those who do not (this is defined in the legislation as having due regard to the need to tackle prejudice and promote understanding).
- 1.6 The two specific duties for schools aim to assist them in meeting the general duty. These duties require schools to:
 - publish information (which must be updated at least annually) to show how they are complying with the equality duty
 - prepare and publish at least one specific and measurable equality objective no less than every four years.
- 1.7 None of the information to be published (see below for definition) must be in a form from which an individual pupil, or employee, of the school can be identified.
- 1.8 The obligation to publish equality information and objectives is contained in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 which came into force on 31 March 2017. These regulations clarify that schools and academies are required to publish equality objectives (if

they have not already done so) by 30 March 2018 and to renew them no more than four years after the date on which they were last published.

- 1.9 In addition to ensuring compliance with legislative requirements, schools and academies should be aware not only that equality is integral to the Common Inspection Framework but also that equality and diversity are specified factors which must be taken into account in all of Ofsted's key judgements.

2. Purpose and scope

- 2.1 The William Henry Smith School is a school designated to provide for the special educational needs of up to 75 boys with social, emotional and mental health challenges within an age range of 5-19 years. The School has day and residential provision. All students have an EHC Plan. Additional needs of some students include ADHD, ODD, OCD and Autism. All students fall within the category of disabled under the terms of the description set out in the Equality Act (2010). The SEND policy describes specifically how students have the right to an outstanding education and the opportunity to achieve their full potential. Students are referred from Local Authorities
- 2.2 The school recognises and welcomes its duties under the Equality Act 2010 as both a provider of education and as an employer.
- 2.3 The school fully acknowledges that it is unlawful to discriminate against a pupil (or prospective pupil) or member of staff (or prospective member of staff) by treating them less favourably on the basis of certain protected characteristics (those defined by the Equality Act) and undertakes to observe its duties in these respects.
- 2.4 The school believes that all pupils, and all members of staff, should have every opportunity to fulfil their potential regardless of their background, identity and circumstances.
- 2.5 The school is committed to creating a community that recognises and celebrates difference and diversity within a culture of respect and cooperation, and fully appreciates that a culture which promotes equality will create a positive environment.
- 2.6 The school believes that such an approach will foster a shared sense of belonging for all who work at, or learn in, or may otherwise be stakeholders in the school, including those in the community who access our services in a broader sense.
- 2.7 The school recognises that equality will only be achieved by the whole school community working together and that this will involve cooperation between our pupils, our staff, our governors and our parents/carers as well as other stakeholders and those with a less formal connection to the school.

3. Definitions

- 3.1 The Equality Act 2010 provides protection from discrimination. Discrimination can be subdivided into several different types of unlawful behaviour, including:
- direct discrimination (this includes discrimination 'by association' and 'by perception')
 - indirect discrimination

- victimisation
- harassment

plus (although these latter types only arise in relation to disability)

- discrimination arising from a disability
- failure to make reasonable adjustments for disability.

3.2 Protected characteristics under the Equality Act 2010 are (in alphabetical order):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, ethnic or national origins and nationality)
- religion or belief
- sex (including issues of transgender or intersex)
- sexual orientation.

3.3 The school acknowledges that two of the above protected characteristics, namely age and marital status (including civil partnership), are effectively applicable to members of staff only, rather than to pupils/students.

3.4 The Equality Act 2010 specifies that 'publishing' (information) equates to making (the information) available in a manner that is readily accessible to the public. In relation to the school this will most often be achieved by making such information freely available on the organisation's website.

4. Guiding principles of equality

4.1 To regard all learners (and potential learners) as being of equal value.

4.2 To observe good equalities practice in all aspects of staff recruitment, retention and development.

4.3 To recognise and respect difference and diversity.

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

4.5 To be proactive in reducing and removing inequalities and barriers that already exist.

4.6 To consult and involve widely in the belief that adherence to these principles will benefit not just the organization itself but society as a whole.

5. Ethos and organisation

5.1 The school has an essential ethos of inclusivity, within which diversity is positively celebrated.

- 5.2 The school recognises that the promotion of equality and the fostering of good relations are the responsibility of every individual associated with the organisation.
- 5.3 The school undertakes to ensure that each curriculum subject or area is kept under continual review to guarantee that teaching and learning always reflect the principles listed above.
- 5.4 The school undertakes to ensure that resource allocation will always be in accordance with the principles listed above.
- 5.5 The school undertakes to ensure that the principles listed above apply to the full range of our policies, practices and protocols, including (although not limited to) those that are concerned with:
- admissions
 - attendance
 - care, guidance and pastoral support
 - pupil behaviour (including discipline and exclusions)
 - pupils' personal development, welfare and wellbeing
 - pupils' progress, attainment and achievement
 - staff recruitment and retention
 - staff training and continuing professional development
 - teaching styles and strategies
 - working together with parents/carers
 - working together within the wider community.
- 5.6 The school appreciates that treating people equally does not necessarily involve treating them all the same, and recognises that our policies, procedures and activities must not discriminate but must take account of diversity in being alert to the potential barriers and disadvantage that pupils, staff and parents/carers might variously face in relation to their possession of protected characteristics.

6. Roles and responsibilities

- 6.1 All members of staff have a duty to:
- be aware of equality issues
 - assist in planning and delivering a curriculum which reflects the above principles
 - engage with such training as may be appropriate to realise equality objectives
 - promote an inclusive and collaborative ethos at all times when undertaking their work duties on school premises and/or representing the school in any other way
 - deal appropriately (in accordance with the staff handbook) with any prejudice-related incidents that may occur, including accurate recording of such incidents.
- 6.2 The principal is responsible for implementation of this policy and for ensuring that all staff are aware of their responsibilities and are provided with appropriate training and support.

- 6.3 The governing body is responsible for ensuring that the school complies with equality legislation, and that this policy and its related procedures are implemented effectively.
- 6.4 The school has a duty to publish information in relation to its equality duties. Much of the relevant information and analysis will relate to the school improvement plan and to evaluations of pupil data and this will be used to improve education for all groups in the school.
- 6.5 The school understands that this may involve monitoring and analysis of both pupil attendance statistics and pupil achievement by race, gender and disability, with a responsibility to take appropriate and prompt action in responding to any emerging data which establishes that additional support may be required in respect of a particular sub-group of pupils.
- 6.6 The school undertakes to develop and publish (in a manner that is accessible to the public) specific and measurable objectives (to comply with the relevant legislation it is specified that an objective published by a public authority, such as a school, must be 'specific and measurable') at intervals of no more than every four years, and similarly undertakes to ensure that these objectives will be based on evidence that has been gathered in accordance with this policy.
- 6.7 The school undertakes to review such objectives, and report upon progress towards them, at intervals of no more than twelve months.
- 6.8 The school recognises that in establishments with less than 150 staff, the governing body will not be required to publish information in relation to their staff and is therefore only required to publish pupil-related data, although it is nonetheless acknowledged that it will be necessary to obtain appropriate information on the characteristics of the workforce to enable the school to consider the impact of their policies and practices on those with particular characteristics and to determine whether specific objectives need to be set in relation to the workforce.