



# **Westcliff High School** for Boys

## **SINGLE EQUALITY SCHEME**

<b>REVIEWED:</b>	<b>Autumn 2019</b>
<b>COMMITTEE:</b>	<b>Teaching Quality &amp; Pastoral Care</b>
<b>DATE OF NEXT REVIEW:</b>	<b>Autumn 2021</b>

## Statement

Westcliff High School for Boys (WHSB) is a multi-cultural, multi-racial community of adults and pupils. Through the School's Learner Profile we demonstrate that everyone in the School is of equal value and should have equal opportunities in School, the community and in life.

At WHSB, we endeavour to meet people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make WHSB an equal opportunities and inclusive School.

## Aims

Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

We aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability. We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the School.

We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence.

We aim to ensure that everyone at the School (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

Through the School's Learner Profile, we aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the School's single equality scheme. This means adopting the Learner Profile, from which we use to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce based on equality of opportunity that is valued for its diverse contributions and represents different perspectives, experience and skills. To achieve this, the School will maintain strong community/parental links and Governors will give support to the School and all its stakeholders, to ensure an effective educational delivery.

## Guidelines

The School's Learner Profile promotes:

- Human dignity (pupils develop a true sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background);
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this);
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies);
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

Thus the Learner Profile encourages:

- Pupils to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and value living together in a community;
- Staff to accept responsibility for establishing a reasonable climate for debate and extending opportunities for constructive discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity;
- The provision of curriculum opportunities open to all. Through the Learner Profile the School challenges any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and promotes opportunities to learn about intercultural issues as part of programmes and teaching;
- The School Community to recognize and understand the unacceptability of attitudes, incidents, taunts, intimidate, or undermine another's self-esteem.

More specifically, this means the following codes of practice for governors and staff, pupils, parents/carers and visitors and contract staff.

## **Governors and Staff**

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge inappropriate images.

Staff will make every effort to understand the origins and nature of racism, disability, sexism and other forms of prejudice to recognise prejudice where it exists.

The School shall endeavour to develop positive links with the families of pupils and the wider community.

The Governing Board will monitor the balance at all levels of gender and ethnicity as well as membership of the Governing Board.

## **Pupils**

The School's Learner Profile emphasises that pupils are valued for themselves and should be respected and treated fairly.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Pupils will be able to contribute to the development of the School through the year and School councils. If pupils feel they have been abused racially or bullied they should report the matter immediately to their Form Tutor/Pastoral Tutor/Progress Leader (as appropriate). All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may ultimately take the matter to the Headmaster.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the School and in particular by their Form Tutor/Pastoral Tutor/Progress Leader (as appropriate). Anyone who has committed such offences will be dealt with appropriately – in the case of pupils this may include exclusion from the School.

All pupils should treat each other and staff with respect.

## **Parents/Carers, Visitors and Contract Staff**

Parents/carers are very important to the School and their views are welcome and valued. We ask that all parents/carers fully support the School's Single Equality Scheme.

The School will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their children have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Form Tutor/Pastoral Tutor/Progress Leader/senior member of staff (as appropriate).

Any visitors or contract staff visiting or working at the School who become aware of any incidents of racism, sexism, disability or other discrimination should report them to a member of senior staff. They should also abide by the code of conduct established by the School in relation to the single equality scheme.

## **Implementation**

Procedures will be developed to make sure that this Policy is implemented.

The School will operate the Policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

Subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this Policy.

Information will be collected about pupils' performance and progress in all areas of School activity, to analyse trends that could have an adverse impact on pupils' attainment. This includes:

- Admissions and transfer procedures.
- Assessment, and subsequent groupings by ability/attainment levels.
- Curriculum, teaching and learning (including language and cultural needs).
- Pupil behaviour, discipline, punishment and reward.
- Exclusions (fixed term and permanent).
- Racism, racial harassment and bullying.
- Staff recruitment and career development.
- Membership of the governing board.
- Parental involvement.
- Working with the community.
- Support, advice and guidance given by teachers/tutors/year heads/ learning mentors/counsellors (as appropriate).

## **Action Planning**

As and when new objectives are determined an action plan will be developed by the named member of the Senior Team and data will be reported to the Governing Board and recorded appropriately.

## **Evaluation (Monitoring and Assessment) and Concluding Notes**

This Policy is to be monitored by the designated personnel to ensure its effectiveness through the School's self-review processes.

The effectiveness of the policy will be confirmed by its impact in promoting the School's Learner Profile and on the pupils' levels of attainment and progress.

The revision of the Policy will be ongoing, to ensure the involvement and commitment of the whole School community in promoting the School's Learner Profile and academic goals. The statement will be reviewed annually.

## **Additional Notes on Disability Equality**

The disability provisions in The Equality Act mainly replicate those in the Disability Discrimination Act (DDA) 2005 and place a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services.

### **Promoting Disability Equality**

This School operates in ways to ensure each and every person at our School who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is supported. We will take reasonable steps to avoid disadvantage.

### **Monitoring Disability Equality**

The School will provide guidance to parents/carers and members of staff understand regarding which impairments and health conditions meet the definition of disability and why it is important that the School has information about disability and health conditions.

Through the Learner Profile, the School shall endeavour to make pupils feel comfortable in School and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When appointing new staff, the School will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The School will monitor information about the recruitment, development and retention of disabled employees based on data collection. The results will be reported to the Governing Board.

The School will monitor information about the educational opportunities available to and achievements of disabled pupils based on data collection. The results will be reported to the Governing Board.

### **Developing Disability Equality**

The impact of policy and practice will be monitored against the development of the Learner Profile attributes in disabled pupils and their academic progress and attainment. The School will also consider the policies impact in ensuring equality of opportunity for disabled staff.

### **Action Planning**

The School will maintain records in relation to pupil and staff disability and any actions arising from evaluation of the disability arrangements will be incorporated into the School's Development Plans.

## **Additional Notes on Promoting Race Equality**

This section of the plan reflects the general duties of schools in respect of race equality. The race equality provisions of the Equality Act replaced but mainly replicated those detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000.

The general race equality duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

The School's Learner Profile is designed to promote tolerance and in so doing we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of School activity.

## **Additional Notes on Gender Equality**

### **The Duties**

The Equality Act 2006 created the gender equality duty for all public sector bodies, including schools. The gender equality duty is in two sections: the 'general duty' and the 'specific duty'. This duty is now incorporated in the requirements of the Equality Act 2010.

### **The General Duty**

We will actively seek to:

- Eliminate unlawful discrimination and harassment;
- Promote equality of treatment between males and females;
- Protect the dignity and privacy of transgender persons.

### **Gender Equality Guidance**

The School's Learner Profile, provides a framework for integrating gender equality into all aspects of School life and demonstrates how the School will seek to fulfil the specific duty.