



# **Single Equalities Plan & Policy**

**Ratified by S&A Committee: 16 May 2016**

**Reviewed: May 2019**

**Next Review: May 2020**

# Single Equalities Policy and Plan for The Federation of Westminster Special Schools

Under the one umbrella including

- Race
- Disability
- Gender & gender reassignment
- Pregnancy & maternity
- Age
- Religion and Belief
- Sexual Orientation
- Special Educational Need
- Community cohesion

## 1. Introduction

This document, which outlines and cross references our combined Equality Policies and Schemes, is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community. We therefore welcome the Equalities duties of schools.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together- pupils, staff, governors and parents/families .All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## **2. National and Legal context**

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

## **3. School context**

The achievement of pupils is monitored by race, gender, disability and disadvantage and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. In the Federation of Westminster Special Schools, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach here.

## Current profile across the Federation

### Total number of pupils

181 (based on school information April 2019)

### Gender

Boys: 125

Girls: 56

### Ethnicity

Any other Asian background: 14 pupils (8%)

Arab: 16 pupils (9%)

Bangladeshi: 19 pupils (10%)

Black Somali: 11 pupils (6%)

White British: 27 pupils (15%)

Other: 94 pupils (52%)

### Free School meals

College Park: 49%

QEII School: 42%

## 4. Equality in policy and practice

In addition to the specific actions set out in the plan Westminster Special Schools operates equality of opportunity in its daily practice in the following ways:

### Teaching & Learning

- We train staff on a wide range of learning difficulties including autism, Attention Deficit Hyperactivity Disorder (ADHD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), speech language and communication difficulties, global developmental delay and social, emotional and mental health difficulties.
- Team Teach and Total Communication is on-going.
- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings
- We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement
- We promote equality of access and prepare pupils for life in a diverse society
- We promote British Values whilst respecting and celebrating the diversity of cultures our pupils come from
- We use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs
- We challenge racist and discriminatory language and attitudes
- We celebrate aspects of different cultures
- We seek to involve parents and carers in supporting their child's education and adhere to the Children and Families Act 2014
- We encourage discussion of equality issues in the classroom and staffroom
- We include teaching and learning styles which are inclusive and reflect the needs of our pupils
- Boys and Girls are given the same opportunities throughout the school
- Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.
- Links with local organisations e.g. police where men and women fulfil the same role.
- Community Cohesion is promoted in RE, SMSC, PSHE/Citizenship and through English, Drama, Music and Art in particular.
- Students undertake studies of specific countries in Geography as part of a themed topic.
- We have a policy on Special Education Needs (SEND) in line with the recommendations in the latest national SEN Code of Practice.

### Admissions and exclusions

- Our admissions are coordinated by the Bi-borough SEN Assessment and Commissioning Team and do not discriminate on the grounds of race, gender or disability.
- Exclusions are very rare and based on the School Behaviour and Rewards Policy with the right to appeal.

## **5. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

### **Employer duties**

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

We uphold a strong Whistleblowing Policy

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for staff
- Pay is relative to experience and responsibility not to gender or sexual orientation.

## **6. Equality and the law**

There are a number of statutory duties that must be met by school.

### **Race equality**

The general duty requires us to

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

Under the specific duty we will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils
- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils

## **Disability**

The Disability Discrimination Act 2006 defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

## **Gender**

The Gender Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

## **Sexual orientation**

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful- for schools, this relates to admission and treatment of, and services to, pupils.

## **Age**

The Federation of Westminster Special Schools is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

## **Community cohesion**

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds.

## **7. Consultation and involvement**

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from staff, pupils, parents and carers. This has been achieved through:

- Feedback from parent/carer questionnaires
- Feedback from conversations with the Family Worker
- Staff discussions
- Staff and parent forums
- Feedback from School council, observations in lessons
- Issues raised at Annual Reviews & Parent consultations
- Feedback from Governing Board meetings

## **8. Roles & Responsibilities**

### **Governors**

- The governing board is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing board seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing board takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing board ensures that no child is discriminated against on account of race, gender or disability

### **Executive Headteacher and Federation Leadership Team**

- The Federation Leadership Team (FLT) is responsible for implementing, communicating and monitoring the Equality plan
- The Executive Headteacher and both school senior leadership teams (SLTs) ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLTs promote equality of opportunity when developing the curriculum
- The SLTs respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

### **Teaching and non-teaching staff**

- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT



## 9. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents, how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to pupils' individual circumstances.

### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as: *“any incident which is perceived to be racist by the victim or any other person”*.

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups e.g. extremist groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

## 10. Review of progress and impact

The plan has been agreed by the Governing board and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of pupils to track progress. As part of this process we monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps.

## 11. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the newsletters, assemblies and staff meetings
- Make sure hard copies are available

## **Federation of Westminster Special Schools Equalities Information 2018-19**

**The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:**

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Federation has considered how well we currently achieve these aims with regard to the protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies & practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

### **1. Summary of our equalities evidence**

- In relation to RACE, the evidence shows that there are no significant differences between progress and attainment of any race.
- In relation to DISABILITY evidence shows that within the SLD provision there is little difference between disabilities. There is some difference in progress and attainment for pupils with autism, when taking account of the complexity of need across the spectrum.
- In relation to SEX, progress and attainment data shows us that girls are achieving slightly better than boys in both English & maths at QEII. At College Park, the reverse is true, where boys are achieving marginally better than girls in all aspects of English and maths.
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us we have no identified group.
- In relation to AGE, the evidence we hold tells us we do not discriminate in relation to age.
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us we do not discriminate.
- In relation to RELIGION & BELIEF, the evidence we hold tells us: that it is extremely difficult for pupils to express their beliefs or what they understand by religion, and therefore we do not assess pupils against this criteria.
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us we have no identified group.

## 2. Summary of how we currently engage with protected groups

- In relation to RACE, our self-evaluation tells us we are engaging well with groups of different ethnicity but we need to find further ways to engage families who do not speak English.
- In relation to DISABILITY, our self-evaluation tells us that we are engaging and supporting well.
- In relation to SEX, our self-evaluation tells us there is little difference between the achievements of boys and girls in either school.
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us we have no identified group.
- In relation to AGE, our self-evaluation tells us we do not discriminate.
- In relation to PREGNANCY & MATERNITY, our self-evaluation tells us we do not discriminate.
- In relation to RELIGION & BELIEF, our self-evaluation tells us we do not assess against this criteria as the vast majority of pupils are unable to identify which religious group they belong to.
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us we have no identified group.

## 3. Summary of our Equality analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- In relation to RACE, our judgement is: **very good.**
- In relation to DISABILITY, our judgement is: **very good.**
- In relation to SEX, our judgement is: **very good.**
- In relation to GENDER REASSIGNMENT, our judgement is: **not applicable at present.**
- In relation to AGE, our judgement is: **very good.**
- In relation to PREGNANCY & MATERNITY, our judgement is: **very good.**
- In relation to RELIGION & BELIEF, our judgement is: **not applicable.**
- In relation to SEXUAL ORIENTATION, our judgement is: **not applicable at present.**

## Westminster Special Schools Equalities Plan June 2017- June 2020

<b>Strand</b>	<b>Action</b>	<b>How will it be monitored</b>	<b>Who is responsible</b>	<b>When</b>	<b>Success indicators</b>
All	Publish & promote the Equality Plan through website, newsletter and staff meetings.	Parent/carer survey with Family Liaison Worker	EHT	July 2019	Staff aware of policy Parents / carers aware
All	Monitor and analyse pupil progress by race, gender and disability and act on any trends identified that require additional support.	Termly pupil progress and achievement report including vulnerable groups	HoS	Termly	Identified trends reported and priorities for improvement actioned
All	Ensure review of the curriculum incorporates British Values and SMSC.	Audit monitoring Pupil survey Displays around schools	SLT	Ongoing	Audit shows improved range of displays evidencing understanding and engagement by pupils
All	Ensure displays promote diversity with particular regard to all cultures within the schools.	Learning walks	SLT	Ongoing	Evidence of range of positive models
All	Ensure all pupils are given opportunities to make a positive contribution to school life.	Attendance at school councils monitored Evaluation of minutes	SLT	Across the year	All groups are represented at school council Regular feedback to school council provided
All	Celebrate a range of religious and cultural events throughout the year to increase pupil awareness of diversity.	Pupil survey	All staff	Annually reflecting demographic of school	Pupils show increased understanding of, engagement with and awareness of cultural celebrations.
All	Increase Governor awareness of the diversity of needs across the Federation.	Gov. Board minutes Learning walks School reports	SLT/Govs	Focus at Govs PPP Committee	Governors can engage with knowledge about diversity within the school and equality of opportunities provided.
Race, Religion, Community cohesion	Continue to forge international school links. Promote Christian values within assemblies and class based activities.	Subject / topic monitoring Learning walks Observations	SLT Outreach	Across school year	Sharing of work and experiences and engagement with pupils

Race	Identify, respond to & report racist and / or bullying incidents	Collection, monitoring and analysis of data. Report to GB.	SLT/Govs	Termly	Reduction in incidence of racist and bullying through analysis of behaviour data
Gender	Make & maintain opportunities for girls and boys through focused clubs and activities.	School council and well being team	SLT	Across the year	Pupils have opportunity to experience positive group time with same sex peers
Gender	Pupils have experience and awareness of anti-stereotypical gender roles	Pupil survey Reports to GB	SLT	Specific aspect of curriculum plans	Visitors reflect diversity
Disability	Further develop links with other schools across Bi-borough	Staff feedback from visits and course attendance	EHT/SLT	Increase staff engagement	Experiences are varied and positive for staff
Disability	Ensure clear admissions criteria for both schools.	SEN Information Report	EHT	Reviewed annually	Provision meets identified need
Disability	Develop clear targets and outcomes for pupils.	Parent / carer feedback Reports to GB	HoS EHCP coord Multi-agency professional	Annually, linked to transition review plan	Progress towards agreed outcomes tracked for all pupils
Discrimination	Develop and run workshops on radicalisation	Feedback from staff and families GB safeguarding gp	Designated safeguarding lead	Ongoing	Parental and staff feedback is positive and indicate parents and staff are well informed
Discrimination	Develop knowledge base and understanding of FGM signs and signals across Federation	Pupils and families report GB safeguarding group	Designated safeguarding lead	Annually	Pupils and families report back positively about pupil confidence and family understanding of legal standing of this act and challenges facing them

**This Single Equalities Policy and Plan will be updated annually until June 2020 when it will be fully reviewed and updated in full.**