

At Wallscourt Farm Academy we have a strong commitment to inclusion, community cohesion and equality of opportunity and a special and unique cultural and social context. This forms the foundations for learning at Wallscourt Farm, and is an underpinning principle.

Wallscourt Farm Academy is committed to providing an appropriate education for ALL its children and aims to do so in a way that seeks to remove barriers to learning and to school life in general.

We value the rich diversity of our community and actively promote this diversity within our school.

We seek to maximise the involvement of all members of our school community including children, families, staff, governors, neighbours and the wider community.

We believe that inclusive education is a human right, is good education and makes good social sense.

As a school we are committed to not only fulfilling our statutory responsibilities but also to making Inclusion central to all that we do.

The curriculum celebrates and draws upon the diversity of communities within our local and broader society.

We are aware of the statutory requirements placed upon us with regard to Equalities.

We audit the needs of our new community, and give families the opportunity to inform us of any access needs or special arrangements we need to make to ensure you are able to fully participate in the life of the school.

### **Context and Requirements:**

The Equality Act 2010 – bringing Equalities Legislation and Guidance together  
Brings together protection for:

- Disability.
  - Gender reassignment.
  - Pregnancy and maternity.
  - Race / ethnicity.
  - Religion or belief.
  - Sex.
  - Sexual orientation.
  - Carers
- + People from disadvantaged backgrounds  
+ Age - (different requirements)

### **All schools must:**

1. Eliminate discrimination
2. Advance equality
3. Promote 'good relations'

### **Equality- Strategic Approach:**

- Variety of interventions
- Persevere until solutions found
- Robust monitoring – identify quickly
- Transition points – collaboration + care
- Establishing trust with families
- Parents/carers guided to support
- Inter-agency collaboration
- Training predicts changing needs

*Equality in action- Ofsted- March 2010*

### **Key Actions:**

- Analyse needs, collect data
- Set clear objectives (if relevant)
- Monitor progress
- Engage and involve relevant people

### **Notes- Changing Legal Framework:**

Requirements of the Act- gradual introduction- from Oct 2010 and April 2012- see info.

Basic aim- to support good decision making by ensuring that public authorities understand how different people will be affected by their activities, so that services are appropriate and accessible to all, and meet different people's needs'.

### **9 Protected Characteristics:**

Age  
Disability  
Ethnicity and race  
Gender  
Gender identity and transgender  
Marriage and civil partnership  
Pregnancy, maternity and breastfeeding  
Religion and belief  
Sexual identity and orientation  
+ carers

The Act covers all aspects of school life that are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

The protected characteristics of age applies to schools as employers, but not with regard to the treatment of pupils and prospective pupils.

**In a nutshell:**

Schools have a General Duty and certain Specific Duties.

April 2011 – **Public Sector Equality Duty**

**Due regard:**

- a) eliminate discrimination
- b) advance equality of opportunity
- c) foster good relationships within and between groups

**Specific duties:**

To publish information which demonstrates compliance with the duty to have due regard for the three aims of the general duty- By 6<sup>th</sup> April 2012 and annually thereafter.

To prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims- By 6<sup>th</sup> April 2012 and undertaken again no more than 4 years later.

## **Policy Statements**

### **Aims and Values**

We believe that schools have a unique and important role in preparing young people to live successfully with a variety of others. We acknowledge and welcome the legal duty placed upon us to promote community cohesion.

The promotion of equalities, inclusion and community cohesion should permeate all aspects of school life and be evident in the school ethos.

We believe that all our young people deserve an education that help them to experience, understand and celebrate diversity.

We celebrate the different kinds of diversity within our new community and we believe that the different contributions that people make are the strength of our communities.

We want all young people who join the school to grow up with a secure sense of belonging to, and responsibility for the school community, the various communities in which they live and the wider UK national community.

We will support children to develop this understanding through developing a sense of self, school, local community, national and global community. We will seek to promote this within a context of becoming a responsible global citizen and linked to our Rights and Responsibilities.

Wallscourt Farm wishes to be integral to the communities in our locality. We clearly set out within our vision, the drive to become a key part of this new community- developing a hub within this intergenerational, international learning village.

Our internal planning will be conducted with an awareness of and sensitivity to our local communities. We will collect and update information about our area to help us better understand the changes taking place and the ways in which we can respond to them. Academy council members drawn from the Academy locality will assist school staff in developing a deeper understanding of local communities and members of our community.

Building partnerships with families, UWE, Beaufort Grange and the wider communities around us is essential for our work and we will work to do this, taking account of language and other needs of our changing local communities. Our Community curriculum strategy outlines the links made within and beyond the community.

We believe that people of different groups, cultures, faiths, ages, lifestyles and backgrounds should be given the opportunity to work collaboratively through joint events, enabling the opportunity to listening to one another and understand each other.

We believe that all pupils, employees, stakeholders and members of our local and global communities should be treated with dignity and respect at all times. Racism and prejudice of any kind undermine our communities for everyone and must be actively confronted.

We believe that responding to the changing needs of our dynamic communities is essential to our aim of providing an excellent education for people of the area.

Everyone employed or volunteering to work in the school needs to recognise the importance of promoting cohesion and how the school views this as central to our work.

We will plan wider curriculum offer provision to help all our learners gain the necessary attitudes, skills, knowledge, commitment and confidence to do this. We aim to ensure the school is the hub of the community, and we will create opportunities to involve community members and enable connections and links to be made as appropriate.

We hope that our pupils and other members of our school community will make their own positive contributions to the cohesion of the communities in which they live and work.

## **Monitoring:**

Our ambition is to exceed the expectations of any external validation process with regard to the promotion of equalities and cohesion, and this will be reflected in our self-evaluation process.

We recognise that the promotion of cohesion must permeate all aspects of our work and needs strategic planning, monitoring and evaluation.

We will continually/regularly review our work and seek to improve its accessibility and appropriateness for members of our local communities.

We believe that equal access to life opportunities is a pre-requisite for a cohesive community. Our cohesion work, our inclusion work and our work to improve the equality of opportunities are interdependent. We will implement, monitor and review policies in these areas (cohesion, inclusion and equality) together within this single Equalities scheme.

We believe that promoting cohesion is a collaborative and continual process and we will actively seek partnerships with other schools and organisations to explore how, together, we can be more effective in this area. Clearly the schools within the Cabot Learning Federation will be part of our network of collaboration. We will seek outside views and relevant expertise to help us evaluate and improve our cohesion work.

We will endeavour to allow this policy to be responsive, inclusive, dynamic and adaptive as required.

## **1. Mission statement**

At Wallscourt Farm Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, ethnicity and race, gender, faith or religion, sexual identity and orientations or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability, in addition to whole school monitoring, and we will use this data 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 which champions respect for all.

At Wallscourt Farm Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

In addition to the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Work within a Rights Respecting School Award Framework for supporting and developing positive behaviour within and beyond the school community
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability or any other potential barriers to achievement and action and support any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and identity and disability, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We link with South Gloucestershire Local Authority to support with our Admissions arrangements currently.

Exclusions will always be based on the school's Leadership of Learning (Behaviour Management) and Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Wallscourt Farm Academy. 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 staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties – See CLF documentation**

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Pay awards or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- CLF, Board, Senior Leadership Team and Academy Council support to ensure equality of opportunity for all.

## **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

The Equality Objectives and Action plan at the end of this Equality Scheme outlines the actions Wallscourt Farm Academy will take to meet the general duties detailed below.

### **April 2011 – Public Sector Equality Duty**

#### **Due regard:**

- d) eliminate discrimination
- e) advance equality of opportunity
- f) foster good relationships within and between groups

## **School Specific duties:**

To publish information which demonstrates compliance with the duty to have due regard for the three aims of the general duty- By 6<sup>th</sup> April 2012 and **annually thereafter.**

To prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims- **By 6<sup>th</sup> April 2012 and undertaken again no more than 4 years later.**

**Specific Legislation relating the Equalities Protected Characteristics is outlined below.**

### **Race Equality**

General and specific duties of schools as 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.

Under our specific duty we will:

- Prepare an Equality Plan which includes a written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **4b. Disability**

This section should be read in conjunction with the school's Inclusion Special Educational Needs Policy and Accessibility Plan and DES.

#### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) 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 DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related 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 our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

The Equalities Act 2010 bring Equalities Legislation and Guidance together under one overarching Equalities Scheme.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers and governors. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, , Inclusion group forum meetings
- Input from staff through staff meetings;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

## **6. Roles and Responsibilities**

### **The role of governors (CLF Board and Academy Council)**

- Wallscourt Farm Academy has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Wallscourt Farm Academy seeks to ensure that people are not discriminated against when applying for jobs at our school.
- The CLF Board and Academy Council take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The CLF Board and Academy Council welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The CLF Board and Academy Council ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the Headteacher/ Principal (or senior leader responsible for Equalities)**

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and according to guidelines from the LA.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and identity and disability, and challenges stereotypical images.

- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. 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 any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority as directed by the LA.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

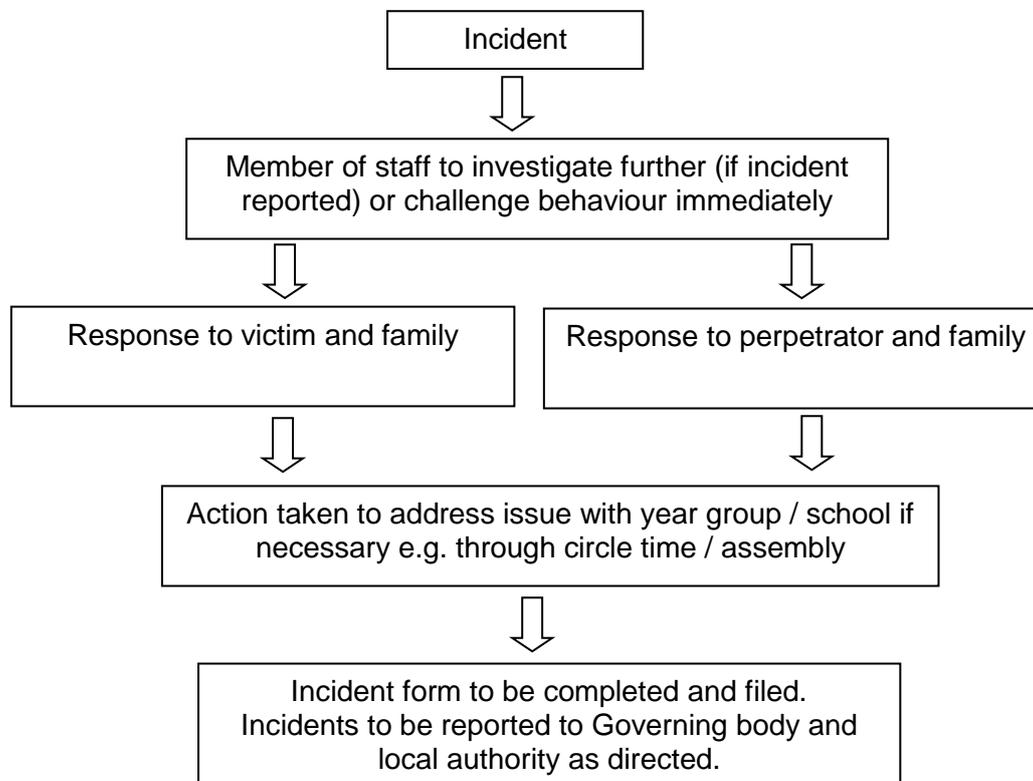
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

See Guidelines on dealing with and reporting incidents for further information:



## 8. Review of progress and impact

The Equalities Scheme will be confirmed and agreed by our Academy Council in September 2013. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Scheme annually and review the entire plan and accompanying action plan on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 9. Publishing the plan

In order to meet the statutory requirements to publish Overarching Equality Scheme we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

**Signed:**

**Date:**

## **Equality Objectives:**

In addition to being a statutory requirement, we firmly believe that setting Equality objectives ensures an outcome focused approach, and allows all stakeholders to be involved in the implementing and reviewing of these objectives.

Information, analysis and evaluation gathered in the planning stages for Wallscourt Farm provided the framework for these objectives, in addition to development priorities and any relevant contextual changes.

### **Our objectives are as follows:**

- **To ensure the Equalities Scheme, linked policy documentation and statutory plans are drawn up in collaboration with people who represent our unique and new community. This includes people from a range of backgrounds and we will promote the involvement of people from within the protected characteristics groups.**
- **To ensure that the Wallscourt Farm Tree of Learning for Life curriculum has Equalities principles underpinning the content and context of learning. This will allow pupils to engage in dialogue and discussion about Equalities, Inclusion and Community Cohesion. This will be evident through a strong SMSC aspect of the curriculum.**
- **To ensure that all pupils achieve well and that groups of pupils and individuals are fully supported, tracked and provision is in place to enable equality of opportunity for all. To support all members of our community to come together and share and celebrate the learning in and beyond our new school community.**
- **To ensure that Monitoring and Evaluation of this scheme will ensure there is due regard for how our school treats its pupils and prospective pupils, and their families; how it treats its employees; and how it treats members of the local community, including linking with organisations within our immediate community of learners.**

*Policy documents and procedures will be reviewed in order to ensure we are specifically meeting the needs of all members of our community.*

We will review these objectives annually, alongside our Self-Evaluation Framework and Parental/Stakeholder Annual Questionnaire, in addition to other monitoring documentation through the Academy Council and CLF Board.

## Equality objectives and Action Plan

**1) To ensure the Equalities Scheme, linked policy documentation and statutory plans are drawn up in collaboration with people who represent our unique community. This includes people from a range of backgrounds and we will promote the involvement of people from within the protected characteristics groups.**

How will we do this?	How will we measure our success?	When will we do this by?
Involve a group of interested parties in the development of documentation and monitoring.	Range of members, which reflect our community. Link with Academy Council.	February 2014
Involve wide range of members of community in drawing up Equalities Scheme.	Range of people involved and robust document drawn-up annually.	February 2014 and April 2014 and annually thereafter

**2) To ensure that the Wallscourt Farm Tree of Learning for Life curriculum has Equalities principles underpinning the content and context of learning. This will allow pupils to engage in dialogue and discussion about Equalities, Inclusion and Community Cohesion. This will be evident through a strong SMSC aspect of the curriculum.**

How will we do this?	How will we measure our success?	When will we do this by?
Curriculum development work – Development Matters, Lighting up Learning, LINE, Community Curriculum strategy and HSE R&D.	Attainment outcomes, Pupil voice, parental feedback.	July 2016 Review – HSE- Annually UWE Scoping developments – Mid Year and 2016
Rights Respecting work across the school.	Gained the Rights Respecting Level 1 award.	2015-16
Ongoing focus on Inclusion principles	Opportunity to consider Inclusion through the EYFS curriculum.	Ongoing
SMSC Rituals and Routines regularly reviewed.	SMSC principles pervading the school. Children will be developing a concept of themselves and their local, national and global community at Wallscourt Farm.	Ongoing

**3) To ensure that all pupils achieve well and that groups of pupils and individuals are fully supported, tracked and provision is in place to enable equality of opportunity for all. To support all members of our community to come together and share and celebrate the learning in and beyond our school community.**

How will we do this?	How will we measure our success?	When will we do this by?
Track and monitor all pupils individually. Removing Barriers through Pupil Progress meetings. Specific and personalised provision to meet the needs Forensic data analysis to inform provision.	Children achieving above national expectations within EYFS and then into KS1. A range of provision and intervention is in place. Provision mapping, IEP and EAL plans and reviews, Multi-agency work as appropriate.  Groups and whole school data analysis	All year. Summative 6 x per year.  All year Annually  Throughout year. Raise online- Oct and March annually when available.

**4) To ensure that Monitoring and Evaluation of this scheme will ensure there is due regard for how our school treats its pupils and prospective pupils, and their families; how it treats its employees; and how it treats members of the local community.**

How will we do this?	How will we measure our success?	When will we do this by?
Policy review – linked with CLF Access plan- review in Sept/October 2013 DES and record of needs Behaviour monitoring and feedback to LA	Effective implementation of the Scheme. All members of the community believe the school has given due regard and met with Equalities legislation and guidance. Returns to LA- incidents.	On Entry Annually July 2016
Annual family evaluations	Positive feedback in relation to all aspects of school life, with a focus on Equalities questions.	June 2016
Monitoring of School Strategic Plan SIP team- Parents and Community	Review of actions outlined in SIP action plan.	Termly and Overall- July 2016

