

# Woodchurch High School

*A Church of England Academy*



## **EQUALITY POLICY DOCUMENT**

**Approved by the Business & Operations Committee: Autumn 2024**  
**Approved by Full Governors: Autumn 2024**

## Contents

1. Introduction	3
2. Purpose of the Policy	4
3. Development of the Policy	4
4. Links to Other Policies and Documentation	5
5. What we are doing to eliminate Discrimination, Harassment and Victimisation	5
6. Behaviour, Exclusions and Attendance	6
7. Addressing Prejudice and Prejudice-Based Bullying	6
8. What we are Doing to Advance Equality of Opportunity Between Different Groups	7
9. Positive Action	8
10. What we are Doing to Foster Good Relations	8
11. Other Ways we Address Equality Issues	9
12. Improving Outcomes	9
13. Equal Opportunities for Staff	11
14. Monitoring and Reviewing the Policy	12
15. Disseminating the Policy	12
Appendix 1 – Checklist for School Staff and Governors	13

## 1. Introduction

Woodchurch High School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. This is in line with our Vision Statement:

*“Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven” (Matthew 5:16)*

Where all are encouraged to thrive and flourish, within the context of equal worth. This is also underpinned by Jesus’ teachings surrounding equality.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties 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.

This policy was also devised using the Government document, “Gender Questioning Children” (December 2023)

### **Our approach to equality is based on the following 7 key Equality Objectives**

**1. All members of the school community are of equal value and worth,** whatever their background or characteristics. We especially work to ensure those with the 'Protected Characteristics' are not discriminated against, and seek to promote tolerance of understanding of all people. The Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

**2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

**3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

**6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential

**7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## 2. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

**Two “specific duties”**

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and visitors about our approach to promoting equality.

### **3. Development of the Policy**

This policy was developed in consultation with pupils, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the latest Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **4. Links to Other Policies and Documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school website and newsletters.

Equality issues are also covered in policies such as the

- Behaviour policy (including the Anti-Bullying policy)
- Admissions policy
- Accessibility policy
- Whole school pay policy
- Safer Recruitment policy
- Wellbeing Policy

Reference to equality issues can also be found in minutes of meetings e.g. SLT, Headteacher and Inclusion Co-ordinators, governors, faculty and department meetings.

### **5. What we are doing to eliminate Discrimination, Harassment and Victimisation**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for pupils with medical and physical impairments – designed to enhance access and participation to the level of non-disabled pupils and stop pupils with medical and physical impairments being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **6. Behaviour, Exclusions and Attendance**

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address any identified concerns.

## **7. Addressing Prejudice and Prejudice-Based Bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

There is a PSHE (personal, social health and economic education) programme which is followed by pupils in every year group, and this covers equality issues such as Identity and Diversity, Equal Opportunities, Relationships and Sex Education, Media and Careers.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We review this data termly and take action to reduce incidents.



## 8. What we are Doing to Advance Equality of Opportunity Between Different Groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.

We collect and analyse data on:

- the school pupil population by gender, ethnicity and Pupil Premium;
- the percentage of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- each year group in terms of ethnicity, gender and English as an additional language
- pupil achievement in terms of specific groups
- participation in terms of specific groups
- attendance and behaviour e.g. exclusions, workroom, rehab, IRIS incidents of specific groups

In line with the Public Sector Equality Duty we publish some of this information and an Equality Plan identifying Equality Objectives on our school website.

We avoid language that runs the risk of placing a ceiling on any pupil's achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils and provide support through a wide range of intervention strategies to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.



Each Summer Term we have an Equality and Diversity Week, celebrating all the differences in our community.

### Gender Questioning Children

In recent years, we have seen a significant increase in the number of children questioning the way they feel about being a boy or a girl, including their physical attributes of sex and the related ways in which they fit into society. This has been linked to gender identity ideology, the belief that a person can have a 'gender' that is different to their biological sex.

We have a statutory duty to safeguard and promote the welfare of all our children

We wish our school to be a respectful and tolerant community where bullying is never tolerated.

Woodchurch High has statutory duties to safeguard and promote the welfare of all children. They should consider how best to fulfil that duty towards the child who is making such a request and their peers, ensuring that any agreed course of action is in all of their best interests. This may or may not be the same as a child's wishes. Knowing a child's sex is critical to schools' and colleges' safeguarding duties

Schools and colleges should be respectful and tolerant places where bullying is never tolerated. Staff and children should treat each other with compassion and consideration, in accordance with the ethos of the school or college.

Parents should not be excluded from decisions taken by a school or college relating to requests for a child to 'socially transition.' Where a child requests action from a school or college in relation to any degree of social transition, schools and colleges should engage parents as a matter of priority, and encourage the child to speak to their parents, other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child.

Schools and colleges have specific legal duties that are framed by a child's biological sex. While legislation exists that allows adults to go through a process to change their legal sex, children's legal sex is always the same as their biological sex.

There is no general duty to allow a child to 'social transition.' The Cass Review's interim report is clear that social transition is not a neutral act, and that better information is needed about the outcomes for children who undertake degrees of social transition. If a school or college decides to accommodate a request, a cautious approach should be taken that complies with legal duties. Some forms of social transition will not be compatible with schools' and colleges' statutory responsibilities.

Woodchurch High uses the following terms when considering gender identity

**Gender identity:** is a contested belief. It is a sense a person may have of their own gender, whether male, female or another category such as non-binary. This may or may not be the same as their biological sex. Many people do not consider that they or others have a gender identity at all.

**Gender questioning:** is a broad term that might describe children and young people who are asking questions about their biological sex and perceived gender identity.

**Gender distressed or confused:** is a way of describing distress or confusion that may arise from a broad range of experiences connected to a child's understanding of their biological sex and associated attributes and behaviours, but where a formal diagnosis of gender dysphoria has not been made.

**Social transition:** is a term often used to refer to a process by which people change their name, pronouns, clothing, or use different facilities from those provided for their biological sex. Not all people who go through this process will do so in the same way. Not all requests made to schools or colleges will comply with legal duties to safeguard children. Social transitioning is not a neutral act, as it has been recognised that it can have formative effects on a child's future development

**Gender incongruence:** is a medical diagnostic term for a marked and persistent incongruence between an individual's experienced gender identity and their biological sex.

**Gender dysphoria:** is a similar diagnostic term to describe gender incongruence of at least 6 months' duration, which is manifested by a number of criteria. The condition is associated with clinically significant distress or impairment in social or other important areas of functioning.

### Responding to requests and engaging parents

Children questioning their gender may make different requests.

We would not proactively initiate action towards a child's social transition.

Action should only be considered after it has been explicitly requested by the child, and the steps set out below have been followed, including engaging with parents.

There could be instances where children disclose first to their teachers that they may be questioning their gender. If there is no change being requested, teachers can listen respectfully about a child's feelings without automatically alerting parents, but, for safeguarding reasons, cannot promise confidentiality

If a family wishes to proceed, we would follow the following guidance:

**Allow for watchful waiting:** Wait for a period of time before considering a request, to ensure it is a sustained and properly thought through decision. This period of 'watchful waiting' may help to ensure unnecessary action is not undertaken.

**Make parents aware:** If a child requests a change, we should make parents aware of the situation and can point them to support outside the school environment (for example, pastoral or medical support) if they request more information. The only exception to this is the very rare situation where informing parents might raise a significant risk of harm to the child.

If, after a period of watchful waiting, the child would still like their request to be granted, involving their designated safeguarding lead, we are advised to take into account the following points:

- The school or college's safeguarding obligations: Legal duties will differ depending on the request. These are outlined in the guidance below. Where the guidance advises that schools or colleges should adopt a certain approach, or are able to set clear rules in a particular area, this should apply in the overwhelming majority of cases and be the starting point for decision making. However, in some areas, the school or college must be prepared to depart from the expected approach or from those rules in the exceptional case where it is necessary to do so to safeguard and promote the welfare of a child. In doing so, they should note that safeguarding requires an individual to consider what is in the best interests of the child, which may not be the same as the child's wishes. The guidance states where schools or colleges do not need to consider an exception.
- The view of parents: It is important that the views of the child's parents should carry great weight and be properly considered. We would expect parental consent to be required in the vast majority of cases.
- The age of the child: Age is a factor whenever making a decision of this nature. Requests from younger children in primary schools should be treated with greater caution. They are more vulnerable as they are less able to articulate their feelings and will have a less mature understanding of complicated issues
- Any relevant clinical information that is available: While neither children or their parents are obligated to share medical advice with school, where such advice is available, schools and colleges should factor it into their decision making.
- The seriousness and context of the request: We will take into consideration whether the child has made similar requests previously, and whether the child has properly considered the impact of their requests. As part of testing whether this is a sustained request, we should seek to understand societal or other factors that may have influenced the child, for example: Has the child been influenced by peers or social media? Does the child feel pressured to identify differently because they simply do not align with stereotypes associated with their sex? This is relevant as some people think gender identity reinforces stereotypes about men and women. Whether it may be

appropriate for schools and colleges to seek input from the SENCO or college's SEND lead.

- Is there an interaction with a child's sexual orientation? We should note that the Cass Review 'heard from young lesbians who felt pressured to identify as transgender male, and conversely transgender males who felt pressured to come out as lesbian rather than transgender'. Where a child discloses that they are also questioning or exploring their sexual orientation, we should make clear that they are under no pressure to reach a particular outcome
- The long- and short-term impact on the child: There is not yet have definitive evidence on the long- and short-term impact of changes on children, but the Cass Review's interim report is clear that it could have significant psychological effects on a young person
- The impact on other pupils: We should consider the impact on other pupils, including any safeguarding concerns. Once we have balanced all the factors above, including the impact on the child, we may conclude that the impact on the school and college community is such that it may not be possible to agree to support a request.

### Registration of name and sex

We school must know and record the name and sex of every pupil in the admissions register.

We must store and process a pupil's data according to the law. By law, schools and colleges must safeguard and promote the welfare of children for whom they provide education.

It is often necessary to know a child's sex in protecting them or others from harm.

We will make sure that all relevant staff are aware of a gender questioning child's biological sex.

Having the correct information about a child is important in the context of schools and colleges fulfilling their safeguarding duties.

The Education (Pupil Registration) (England) Regulations 2006 set out that the school is required to register each pupil's sex (along with their name, date of birth and other details). Schools and colleges must record a child's sex accurately wherever it is recorded.

All those who process others' personal data have to follow strict rules set by the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA). One of the principles of data protection is accuracy. It is not accurate to record a male child as female or a female child as male, or to record a male child as a girl or a female child as a boy.

## Pronouns

We do not need to specify pronouns to be used about each pupil and can decline a request to change a child's pronouns.

When we consider a child's request, we should consult the child's parents and consider all the relevant factors as outlined above.

Having considered these factors and examined all the evidence, we will only agree to a change of pronouns if we are confident that the benefit to the individual child outweighs the impact on the school community.

It is expected that there will be very few occasions in which we will be able to agree to a change of pronouns.

On these rare occasions, no teacher or pupil is compelled to use these preferred pronouns and it should not prevent teachers from referring to children collectively as 'girls' or 'boys,' even in the presence of a child that has been allowed to change their pronouns.

Even in the exceptional case where safeguarding requires us to take an alternative approach, we should exhaust all other options, such as using first names, to avoid requiring other individuals having to use preferred pronouns.

In these exceptional cases, we will make sure that all relevant staff are aware of a gender questioning child's biological sex, to fulfil their safeguarding and legal duties. In all cases, bullying of any child must not be tolerated. No child should be sanctioned for honest mistakes when adapting to a new way of interacting with another pupil.

## Toileting

If a child does not want to use the toilet designated for their biological sex they may access a hygiene suite

These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of other pupils.

## Physical Education

We strive to provide equal sporting opportunities for girls and boys.

For most children this will usually require offering female-only sporting activities and competition.

We aim to ensure all children participate in sport safely and encourage maximum participation.

In particular, physical activity participation by girls drops in the teenage years – and it is important that we are mindful of any actions that might exacerbate this further.

As children get older, the size, speed and strength of boys and girls begins to diverge significantly.

For all sports where physical differences between the sexes threatens the safety of children, we adopt clear rules which mandate separate-sex participation.

Boys constitute more of a risk to girls because they are generally stronger, larger and heavier than girls, especially when they are going through or have been through puberty.

It would not be safe for a biological boy to participate in certain sports as part of a teenage girls' team.

Where sports are deliberately mixed-sex, such as mixed netball, there should be no cause for concern.

Even for sports where safety is not risked by mixed-sex participation, we ensure that sports are fair.

For competitive sports, we are aware that without separate sex participation, it is unlikely that they will be offering equal opportunities to boys and girls.

For non-competitive sports, we continue to prioritise safety.

Where a child requests to participate in PE lessons or sporting competitions that are intended for the opposite biological sex, we should therefore consider:

- the age of the child making the request;
- how safe it would be to allow mixed-sex participation;
- how fair it would be to allow mixed-sex participation.

## 9. Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics. The actions will be designed to meet the school's Equality Objectives and include a wide range of interventions designed to close the gap between groups such as Pupil Premium and non Pupil Premium.

In terms of groups with protected characteristics, school specifically makes provision as detailed below, for pupils and staff with the following characteristics:

- Age
- Disability/SEND
- Gender identity
- Race
- Religion or belief
- Sex
- Sexual identity

A further specific example detailing how school takes positive action includes showcasing equality and diversity during 'Equality and Diversity week'. During this week various events take place to highlight the diversity of children and staff in school, including cultural differences, that make our school so special.

## 10. What we are Doing to Foster Good Relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote their spiritual, moral, social and cultural development.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and Citizenship as well as across the curriculum, including sex and relationship education.

We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and ensure that positive images of people are promoted. We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences, and we promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

We include Equalities matters in our Newsletters to parents and carers.

## 11. Other Ways we Address Equality Issues

We ensure staff are trained in equality issues, constantly monitor performance on the basis of groups with the protected characteristics, and keep records of discussions related to equality issues.

We have a rolling programme for reviewing all of our school policies in relation to equalities and consider their impact on the progress, safety and well being of our pupils. The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parents and carers, focus meetings and governors' meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from student voice questionnaires from the children and groups of children, from the School Council, PSHCEE lessons and online health surveys, with questions on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback from Governing Body meetings

## 12. Improving Outcomes

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce equality data analysis which informs our discussions about the Equality Objectives.

### *Monitoring and Reviewing*

We review and update this policy every two years and report annually to the Governing Body on progress. We involve and consult staff, pupils, governors and parents and carers.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act, and we provide training, guidance and information to enable them to do this.

### *Governing Body*

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body is a link governor for Equality and monitors the implementation of the policy.



Every Governing Body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors regularly review the Equality Policy and evaluate the success of the school's Equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

*Headteacher and Senior Leadership team*

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating the implementation of the policy and for monitoring outcomes. S/he has expert and informed knowledge of the Equality Act.

### *Teaching and Support Staff*

All teaching and support staff will:

- promote an inclusive and collaborative ethos in the classroom and school in general
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on the Equalities Act for all permanent staff and for those new to the school this will form part of the induction procedure.

### *Visitors*

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

## **13. Equal Opportunities for Staff**

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

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

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

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

#### **14. Monitoring and Reviewing the Policy**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

#### **15. Disseminating the Policy**

This Equality Policy along with the Equality Objectives and data is available on the school website, as well as paper copies on request from the school office.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

## Appendix 1 – Checklist for School Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through assemblies, eco groups and the School Council. The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern. Visual displays and multi-media resources reflect the diversity of the school community. Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies
- The school environment is accessible to all pupils, staff and visitors to the school
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is representative of the community it serves, and procedures for the election of parent governors are open to candidates and voters who are disabled