



Whole School Equality Policy

This policy was approved and ratified by the People & External Relations
Committee of
Cox Green School
On 4/10/16

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	2/12/14	2/12/14	July 2016
1.1	People & External Relations Committee	4/10/16	4/10/16	Oct 2019



Introduction

Cox Green School is an inclusive school where we focus on the well-being and progress of every student and where all members of our community are of equal worth.

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 Student, the UN Convention on the Rights of People with Disabilities, the Human Rights Act 1998 and the Equalities Act 2010.

When developing the policy, we have taken account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, 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 students who are disabled and those who have special educational needs.

Our approach to equality is based on the following 7 key principles

1. All learners are of equal value; Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, 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 here.
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 students. We expect that all students can make good progress and achieve to their highest potential.



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

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 students 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 students.

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:

- Publish information to show compliance with the Equality Duty by April 6th 2012;
- 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 outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives for 2016 - 2019 in an Equality Action Plan



Equality Working Group

Cox Green School plans to develop an Equality Working Group in consultation with students, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

Links to other policies and documentation

This policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty. It is further detailed with regards to staff in the Staff Equality and Diversity Policy. 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, accessibility audit and plan, school web site and newsletters and other publications.

There are also references in the Behaviour, Admissions, SEN and Anti-bullying Policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our personnel policies.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions relating to educational provision and the way we provide access for students to facilities and services. We are aware of the reasonable adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled students 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 today 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 students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students 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 concerns.



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 guidance in the Race Equality and Anti-Bullying school policies 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 we dealt with them. We review this data termly and take action to reduce incidents

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 students who have a disability through our student admissions meetings. We collect data and monitor progress and outcomes of different groups of students 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 number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
- on the % of students identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each Key Stage:

- FSM and non-FSM
- Ever 6
- Ethnic Groups
- Gender groups
- EAL
- ALL SEN
- SEN School Support
- SEN Educational Health Care Plans and/or Statements
- Looked after students



- More Able
- Refugees

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We use a range of teaching strategies that ensures we meet the needs of all students. We provide support to students 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 students to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum. 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 students to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people. We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through assemblies, visitors, whole school events.

Other ways we address equality issues

We have a rolling programme for reviewing all of our school policies including equalities issues and their impact on the progress, safety and well-being of our students. 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 the annual Parent Questionnaire, Parents' Evening, parent-school clinics and governors' parent-consultation meetings;
- Secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the students and groups of students, PSHE lessons, whole school surveys on students' attitudes(PASS);
- Analyse issues raised in reviews of progress on Individual Education Plans, mentoring and support; ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and analysis of data. They also take into account national and local priorities and issues.

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 inform our discussions about the Equality Objectives.

Our Equality Objectives for 2016-2019 are:

- All students to make progress and attain a positive progress 8 score;
- Achieve a year on year (over three years) elimination in the attainment gap in English and mathematics at KS2-4 between students with a SEN, FSM and their peers;
- Achieve a year on year (over three years) elimination in the % of fixed term exclusions for students with protected characteristics;
- Achieve a year on year reduction in persistent absenteeism figures for SEN, EAL and Pupil Premium Students.

We produce an Equality Action Plan detailing how we will achieve our objectives. This is part of our School Development Plan.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and staff, students, governors and parents and carers.

We intend to publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.



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. We will 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. The External Relations and Peoples' Committee of the Governing Body has a watching brief regarding the implementation of this 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 annually 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 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 designated member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have 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 their classroom;
- Challenge prejudice and discrimination;
- Deal fairly and professionally with any prejudice-related incidents that may occur;
- Plan and deliver curricula and 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 students;
- Support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.



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.

Key contacts

Staff responsible for student equalities: Ed Hillyard

Staff responsible for staff equalities: Gill Newman

Equality and Diversity Policy for staff

There is a separate Staff Equality and Diversity policy that 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, students and parents, and comply with reasonable requests relating to religious observance and practice according to our Special Leave of Absence Policy.

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.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available on the school website.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Communication of Policy

This policy is shared with staff through the school intranet Sharepoint and the school website.

Evidence of Implementation

This evidence is shared with the People & External Relations Committee and Governors Visiting Days will evaluate students and staff response to the policy.

Review of Policy

This policy shall be reviewed every 4 years by the People & External Relations Committee.



APPENDIX ONE - Check list for school staff and governors

- Cox Green School collects information on race, disability and gender with regards to both students and staff, e.g. student 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, students and other stakeholders.
- Cox Green School publishes information to demonstrate purposeful action on the general duties.
- Cox Green School analyses Student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- Cox Green School sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- Cox Green School ensures that all staff understand and implement the key requirements of the Equality Policy.
- Cox Green School ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of students in terms of difference and reflects the diversity of the school minority ethnic groups, disabled and both male and female role models. Those vulnerable groups are promoted positively in lessons, discussions and assemblies.
- Cox Green School environment is increasingly accessible possible to students, staff and visitors to the school.
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- The Governing Body is representative of the community it serves.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.



Appendix Two - Equality Action Plan & Objectives 2016 - 19

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<p>Eliminate discrimination, harassment and victimisation</p> <p>Foster good relations between different groups</p>	<p>Incidents of bullying and racial harassment to be reduced by 50% over three years.</p> <p>Racist incidents as a % of student nos:</p> <p>2011-12 1.7%</p> <p>2012-13 1.11%</p> <p>2013-14 4.2%</p> <p>2014-15 0.4 %</p> <p>2015-16 0.9%</p> <p>Bullying Incidents as a % of student nos:</p> <p>2011-12 2.0%</p> <p>2012-13 2.58%</p> <p>2013-14 26.8%</p>	<p>New TLR lead appointed on anti-bullying strategy to focus on equalities issues within policies and actions</p> <p>Set up an Equality Working Group in consultation with students, staff, governors and parents and carers</p> <p>Student Voice Anti-Bullying group to review and contribute to Anti Bullying Policy and strategy</p> <p>Use of SIMS Discover to analyse bullying data</p> <p>Assemblies and events to promote awareness and</p>	<p>Data analysis of racist and bullying incidents by Pastoral Teams</p> <p>Student Focus Groups to feedback on impact</p> <p>Staff , Parent and Student surveys</p>	<p>Deputy Head</p> <p>Key Stage Leaders</p>	<p>2016-19</p>	<p>The school has raised awareness with regards to how discrimination and harassment should be reported and will continue to do so. Initiatives such as Anti-Bullying week are planned. SIMS is now used to record ALL incidents and this means we now have a more accurate log of behaviour. This explains why between 2011 – 2014 there has</p>



	<p>2014-15 0.8%</p> <p>2015-16 3.0%</p>	<p>promote equality and diversity</p> <p>Activity week to promote working together and celebration of diversity</p>				<p>been a marked increase in the number of incidents which are now being recorded and this should be taken into account when viewing these figures.</p>
<p>Advance equality of opportunity between different groups</p>	<p>All students to gain a positive progress 8 score.</p> <p>Achieve a year on year (over three years) elimination in the attainment gap in English and mathematics at KS2-4 between students with a SEN, FSM and their peers.</p> <p>Whole school En and Ma A*-C %:</p> <p>2010-11 En 67%; Ma 75%</p> <p>2011-12 En 63%; Ma 74%</p> <p>2012-13 En 82%; Ma 82 %</p> <p>2013-14 En 86%; Ma 71%</p> <p>2014-15 En 81 %; Ma 74 %</p>	<p>See School Development plan 2013-17</p>	<p>Data Analysis</p> <p>Exam Results</p> <p>Key Stage Leaders reports</p> <p>Student Voice Surveys</p>	<p>Senior Leader for Data</p> <p>Key Stage Leaders</p> <p>Learning Leaders Mathematics & English</p>	<p>2016-19</p>	



	2015-16 En 88%; Ma 77%					
	SEN					
	2010 -2011 En 30%; Ma 31%					
	2011-2012 En 27%; Ma 37%					
	2012-2013 En 47%; Ma 54 %					
	2013-2014 En 65%; Ma 33%					
	2014-2015 En 74 %; Ma 52 %					
	2015-2016 En 81%; Ma 94%					
	FSM					
	2010 -11 En 29%; Ma 43%					
	2011-12 En 40%; Ma 53%					
	2012-13 En 100%; Ma 100 %					
	2013-14 En 63%; Ma 54 %					
	2014-2015 En 71%; Ma 39 %					
	2015-2016 En 75%; Ma 75%					



	<p>Achieve a year on year (over three years) elimination in the % of fixed term exclusions for FSM and SEN students</p> <p>Achieve a year on year (over three years) elimination in the gap in Fixed term and Permanent Exclusions between students with a SEN, FSM and their peers.</p> <p><u>Whole School</u></p> <p>Fixed term exclusions % of student population:</p> <p>2011-12 5.9% of student population</p> <p>2012-13 3.0% of student population</p> <p>2013-14 4.8% of student population</p> <p>2014-15 10.0% of student population</p> <p>2015-16 10.5% of student population</p> <p>SEN</p> <p>Fixed Term Exclusions of student population:</p>					
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2011-12 3.6% of Student population					
2012-13 0.9% of student population					
2013-14 2.24% of student population					
2014-15 17.7% of student population (2.6% of whole school population)					
2015-16 21.9% (2.9% of whole school population)					
<u>FSM</u>					
Fixed term exclusions % of student population:					
2011-12 0.7% of student population					
2012-13 0.6% of student population					
2013-14 1.7% of student population					
2014-15 21.0% of student population (3.9% of whole school population)					
2015-16 29.0% of student population (4.4% of whole school population)					

