



THE JOHN WARNER SCHOOL

EQUALITY POLICY

DATE CREATED: NOVEMBER 2020

THE JOHN WARNER SCHOOL
STANSTEAD ROAD, HODDESDON, EN11 0QF



Date of Review: November 2021

Equality Policy

2020-21

Vision and Values	2
Aims	2
Legislation and statutory requirements	3
Definitions.....	4
Roles and responsibilities	5
Links with other policies	6
Monitoring	6
Preventative Actions.....	7
Tackling Discrimination.....	9
Equality Objectives 2020-21	11

Vision and Values

*At The John Warner School we **ignite** a lifelong passion for learning, to **discover** and develop potential, allowing all to **flourish** in an ever-changing world.*

Our values reflect what we believe in as an educational institution and the behaviours we expect to see demonstrated by all those associated with the school:

Aspiration Endeavour Creativity Participation Respect

Aims

Ignite

Our aim is to **ignite** a lifelong passion for learning by establishing the right conditions for learning. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers, irrespective of race, gender, sexuality, disability, religion and belief, or socio-economic background.

Discover

Our aim is for our learners to **discover** and develop their potential regardless of race, gender, sexuality, disability, religion and belief 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.

Flourish

Our aim is that all our learners will **flourish** in our ever-changing world regardless of race, gender, sexuality, disability, religion and belief or socio-economic background. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

Wider aims

- 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 and implements actions designed to minimise 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 disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other 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 in supporting their child's education;

- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Preventing Bullying 2017](#)
- [The Equality Act 2010](#)
- [The Public Sector Equality Duty 2011](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Under the Public Sector Equality Duty, the school must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

The **protected characteristics** are:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimize disadvantage
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

For schools, having due regard means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time it develops policy and takes decisions, not as an afterthought, and it needs to keep them under review.

- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they take to meet the duty must be recorded.

This policy complies with our funding agreement and articles of association.

Definitions

Race

The definition of race includes colour, nationality and ethnic or national origins.

Disability

The Equality Act 2010 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'.

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.

Gender

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.

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.

Roles and responsibilities

Local governing body (LGB)

The governing body 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 the protected characteristics.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors 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 governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

Headteacher

The headteacher is responsible for reviewing and approving this policy.

- To implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- To ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- To ensure 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.
- To promote 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.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Staff

- To ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- To strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- To challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- To support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Links with other policies

- Behaviour for Learning Policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Attendance Policy
- Child Protection Policy
- Exclusions Policy
- Looked After and Previously Looked After Children Policy
- Mobile Phone Acceptable Use Policy
- Pastoral Policy
- Preventing Extremism and Radicalisation Policy
- Relationships and Sex Education Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy

Monitoring

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Local Governing Body meetings
- Governor visits
- Feedback from the student leadership team

Heads of Year/Directors of Learning/Senior Leaders monitor behaviour throughout the school by:

- Liaison with SLT Quality Partners
- Work scrutiny
- Learning walks
- Lesson observations
- Seeking pupil and parent voice
- Termly evaluation meetings with headteacher and deputy headteachers

This policy will be reviewed every year by the headteacher, deputy headteachers and local governing body. At every review, the policy will be shared with the full governing board.

Preventative Actions

What does good behaviour in our school look like?

Our five school values demonstrate the behaviours that we seek to promote across the school.

- **Aspiration:** We are aspirational which means we aim high in all that we do and prepare to succeed in school and in life.
- **Creativity:** We are creative which means we believe that we are all creative, love learning and thinking deeply and we acknowledge the importance of education for education's sake.
- **Participation:** We participate which means we learn from each other to make a positive impact on our school, families and world, respect ourselves, others and surroundings, broaden our skills beyond the classroom, and we promote community links through charity work.
- **Respect:** We are respectful which means we create a mutually respectful atmosphere and have respect for ourselves and others.
- **Endeavour:** We endeavour which means we believe hard work leads to success and strive to achieve our targets, goals and ambitions.

Code of Conduct: Student Non-Negotiables

Our code of conduct is based on three areas that we ask all members of our community to adhere to. The correct conduct is summarised by "RKS" – be ready, be kind and be safe.

Be Ready

- We arrive to school and lessons on time;
- We take pride in our appearance and follow uniform policies;
- We have the attitude of expecting to work in an effective and purposeful atmosphere;
- We are properly prepared for lessons with all the necessary books and equipment having completed any preparatory work;
- We sit according to a seating plan and listen carefully for instructions and guidance using **SLANT** techniques (**S**it up, **L**ean forward, **A**sk/Answer questions, **N**od head, **T**rack speaker).

Be Kind

- We use appropriate and friendly language and tone when communicating with others;
- We listen to others and expect to be listened to;
- We are tolerant of each other showing respect and consideration for different cultures, views and feelings;
- We display positive pro-social behaviours and do not accept any forms of bullying, vandalism or abuse;
- We are aware of and follow the school's behaviour policies.

Be Safe

- We move around the school site in a quiet and orderly manner;
- We report any problems or concerns to the appropriate people;
- We are aware of and adhere to the school's policies on using the internet and electronic equipment both in school and at home;
- We are respectful of the school environment;
- We positively represent The John Warner School both during and after the school day.

Behaviour for Learning Staff Non-Negotiables

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child. These are the principles on which our approach to Behaviour For Learning are founded. All staff members are expected to:

- respond positively and effectively to pupils;
- deal sensitively with children in distress and to listen to them;
- use consequences that are directly linked to the actions or incident that has taken place and that provides a learning opportunity which that student will understand;
- log all behaviour events on CPOMS;
- log all detentions on Go4schools so parents can be informed about same day detentions;
- treat all children equally, irrespective of gender, sexual orientation, race or religion;
- recognise that all children are individuals and may need person specific approaches;
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour;
- model the type of behaviour felt to be acceptable;
- be alert to signs of bullying and racial harassment and to deal with it immediately;
- record any incident of bullying, sexual or racial harassment;
- support each other in maintaining good behaviour in the school;
- ensure that appropriate information is passed to other staff in a timely manner.

Curriculum

Students will have the opportunity to develop their understanding of the nature of bullying, to explore their own and others' attitudes to bullying and to develop the skills to deal with bullying through Lifelong Learning lessons and activities, other areas of the taught curriculum, assemblies and Anti-Bullying initiatives.

Tackling Discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy 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.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a pastoral/senior leader where necessary.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act.

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.

Procedure for Dealing with Concerns/Incidents

If any member of the school community has concerns about an incident or behaviour that might lead to harassment or victimisation, the following course of action must be taken:

Students:

- Tell someone in school (e.g. Anti-Bullying Ambassador, form tutor, teacher or Head of Year);
- You can inform the school through the 'Report Bullying' section of the website.

Member of staff informed about concern:

- Provide time and space for student to explain concerns;
- Listen carefully and ask questions to seek clarification;
- Record the information and log on CPOMS;
- Reassure the student that the school will deal with the matter sensitively and seriously;
- Resolve if possible or inform Head of Year, Director of Learning or member of SLT;
- Strive to inform parents/carers on the same day the concern has been reported.

Member of staff commissioning investigation:

- Decide who is best placed to deal with the concern – form tutor, Head of Year, Director of Learning or SLT;
- Share initial details with member of staff and request that an investigation is carried out.

Member of staff carrying out investigation:

- Inform parents of student who has made the complaint that you have been commissioned to carry out an investigation under the school's Equality Policy;
- A 'Solutions' approach will be taken by Head of Year, Director of Learning or SLT (see Behaviour for Learning Policy);
- An investigation may require the gathering of evidence such as student statements and/or interviews;
- Consider the importance of keeping parents/carers informed at all stages of an investigation – use this policy to help explain the process;
- Consider appropriate consequences for anyone who is deemed to have engaged in behaviour/s associated with harassment or victimisation (see Behaviour for Learning Policy) and check whether there are any patterns to behaviour that need to be addressed;
- Ensure all evidence is logged on CPOMS and consequences added to Go4Schools;
- Inform the 'victim' of actions being taken.

Members of staff with pastoral responsibility:

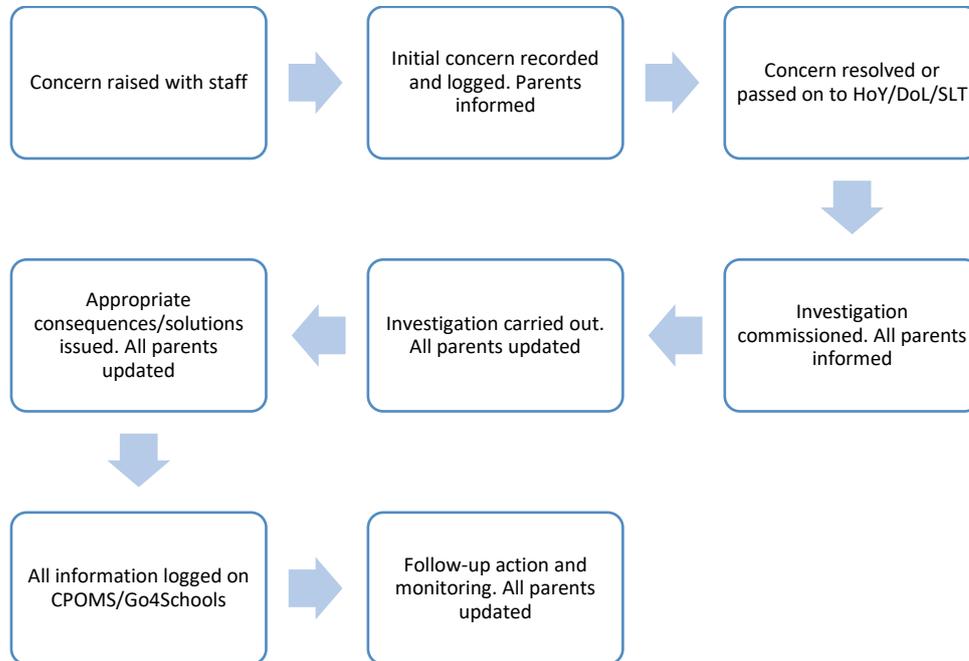
- Check the welfare of the student/s involved at regular intervals;
- Monitor the possibility of repetition/escalation of behaviours and act accordingly.

Possible support for those affected:

- Peer mentoring;
- Pastoral mentoring (form tutor, Head of Year or Director of Learning);
- Senior mentoring (SLT);

- Low level counselling (school's nurture programme);
- One-to-one counselling (external provider);
- Engagement with CAMHS or other external support agency.

Flow Chart



Equality Objectives 2020-21

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our annual Quality Improvement Plan (QIP) identifies both short term and long term equality objectives:

Objective 1

Undertake a 'Race Equity Project' across the school and wider community

Objective 2

Undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the Local Governing Body

Objective 3

Narrow the attainment and progress gap between boys and girls at key stage 4