

The Warwick School Equality Policy

Policy Introduction

This policy sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers:

- gender,
- race,
- disability,
- religion or belief,
- sexual orientation,
- pupils who are pregnant,
- pupils undergoing or who have undergone gender reassignment,

The School Context

The Warwick is a mixed comprehensive school for students aged 11 to 16 in Redhill. The student roll in January 2017 was 816 with 47% being female and 53% male. The large majority of students are White British (78%) and the remainder come from a range of ethnic groups.

In 2017 the majority of students stated that they are Christian (45%); 7% were recorded as Muslim; 1% Hindu and 2% of other unspecified religious belief. 41% recorded having no religious affiliation. 4% of students chose not to disclose religious belief.

Although the school is in a county of generally high social advantage, a significant number of students come from pockets of relative deprivation, and without the levels of funding available to similar areas elsewhere in the country. The percentage of students with learning difficulties and disabilities is above average at 16%.

There have been 6 student pregnancies between 2006 and 2016.

Pupil mobility is significantly higher than the national average.

30.63% of students are eligible for the Pupil Premium. The Reigate and Banstead ward was ranked at 309 out of 354 or in the top 13% of local authorities in England on the Indices of Multiple Deprivation. However The Warwick School is in the Merstham sub-ward which is rated at 8,174 where 1 is the most deprived and 32,482 is the least.

Unemployment at 2.6% in 2004 was lower than the South East (3.8%) and the national average (5.0%). 23% of those aged 50 and over was higher than in England and Wales (ONS, 2001).

The level of Free School Meals is below the national average (13.65) but is around twice the Surrey average. Whilst employment levels among the parent body are high, much of it is low paid, unskilled work with irregular shift patterns e.g. Gatwick airport, East Surrey Hospital as cleaners or service staff. Thus, the number of students qualifying for Free School Meals is not a true indicator of the levels of social deprivation and low parental aspiration.

The percentage of pupils speaking English as an additional language is above the national average, both within school at 15% in 2017 and in the local community: (10.3%) in Redhill East (13.8%) and West (14.6%) and in Merstham (11.3%), (2001 Census).

The percentage of adults with higher educational qualifications in Redhill and Merstham is broadly in line with the national average but because of our specific context (pockets of

deprivation) we qualified for one of the largest Aim Higher funds available in the area prior to the abolition of the programme in 2011.

The percentage of pupils from high social class households is in line with the national average.

The percentage of pupils in overcrowded households is below the national average.

Health in the area is in line with the Surrey average.

Whilst adapted to provide lift access to the upper floor of the school's North Building, and being equipped with ramped access to the reception area and front entrances to buildings, the school is not well adapted to the needs of wheelchair users of persons with poor mobility.

Individual Education Plans (IEPs) are set up for all students on the SEN register. The SEN department produces and source appropriate materials for all such students according to need.

The Continuing Professional Development Training Forum sessions have been focused on improving the differentiation of teaching styles and materials to meet the needs of all pupils on numerous occasions including through sessions on personalized learning, use of TAs, raising boys' achievement, addressing the needs of the Potential High Achievers (PHA), SEN, teaching and learning and assessment for learning across the academic years 2007/08 to 2016/17.

Physical and mental disability issues are a component of the Year 8 SOW and equal opportunities issues related to gender, race, sexual orientation and disability are addressed at various points across the five year programme for PSHE and through the Key Stage 4 Philosophy and Ethics course.

TA support has increased by approximately 26% since 2006. 4 TAs acquired NVQ Level 3 qualifications (April 2008). There are two HLTAs who support with Mathematics and behavior. In 2014 two additional HLTAs trained to offer Pupil Premium Support in English and Mathematics. The Support Centre and Route 4 have provided improved provision for targeted students. Behaviour Support Team Intervention, anger management courses and a school counsellor have been provided. The CAF has been successfully employed to support students.

Local Authority DDA funding for schools in the Redhill area was consolidated in St. Bede's School which was deemed to be already more accessible than other schools in the area. All equalities adjustments regarding are, therefore, funded from the school's delegated budget.

Equality – aims and values

The governors and staff of The Warwick School are fully committed to provide all students, with an equal opportunity to reach their full potential irrespective of their class or social background, race or gender, sexual orientation, ability and medical status including pregnancy. We are proud of, and value, the diverse backgrounds of our students. We believe as a comprehensive school every child has the right to a challenging and stimulating education. We also believe that the curriculum itself should reflect the cultural diversity of our society as a whole, so that all students grow up with an awareness of the contribution made by other cultures to that society, even if they have not directly encountered them at school. The concept of Equality of Opportunity is one of our core values as a school.

- We are fully committed to preventing all forms of discrimination and promoting equality and diversity within the School.

- We believe that every student at The Warwick School has the same right of access to quality education and that each is a unique individual, irrespective of differences.
- We accept the responsibility of ensuring that effective strategies are in place throughout the whole fabric of the school community in order to ensure that all students benefit equally from the opportunities on offer at this School.
- We have adopted a whole school approach to special education and learning support which includes differentiated programmes of work so that all students are extended and receive the help, support and guidance that they require.
- We employ a dedicated staff member to support students with English as an Additional Language to enable students of all ethnic backgrounds to communicate clearly, confidently and effectively.
- We ensure that both boys and girls are allocated an equal share of available resources and are given the same access to careers guidance.
- We believe that we can help to remove ignorance and misunderstanding through our curriculum. All school activities value and reflect the diverse composition of both our school community and the wider society.
- We are completely opposed to all expressions or acts of a racist, sexist, homophobic or discriminatory nature. We will deal with all such incidents according to the agreed procedures for dealing with bullying detailed in the Anti-Bullying Policy.
- We maintain an effective pastoral system which gives support where necessary to each student and ensures that each student feels safe in school.
- We believe that the concepts of equality of opportunity and multicultural education permeate every aspect of school life and that they are enshrined in the Vision of The Warwick School.
- We recognise that the successful implementation of this policy requires commitment from all members of the school community.

This policy should be read in conjunction with the school's

- Equality Scheme;
- Accessibility Plan;
- Anti-Bullying Policy.

A separate policy for employees has been adopted as produced by Surrey County Council.

The School's Approach to Promoting Equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less

favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) i.e, sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

A Cohesive Community

Although the Government has expressed the intention of repealing the school's duty to promote community cohesion introduced through Section 21(4) of the Education Act 2002, The Warwick School remains committed to the promotion of cohesive communities as described in the 2007 guidance for the inspection of Community Cohesion in schools:

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”
(Guidance for inspectors Inspecting schools' duty to promote community cohesion – Ofsted, 2007)

The school views community as existing on at least four distinct levels:

- the school community including the pupils it serves, their families and the school's staff;
- the community within which the school is located; i.e. the school in its geographical community and the people who live or work in that area;
- the community of Britain
- the global community – formed by EU and international links.

Additionally, we recognize that the school is an integral member of other communities such as the 11-19 Network and the Redhill, Reigate and Banstead Confederation.

The school contributes to community cohesion in the following ways:

- Teaching, learning and curriculum, i.e teaching pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence, by to securing equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos; providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Roles and Responsibilities

School governors are responsible for:

- ensuring the school complies with current equality legislation;
- ensuring this policy and its procedures are followed;

The headteacher is responsible for:

- ensuring the policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- ensuring that its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary;
- ensuring all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping;
- promoting equality and avoiding discrimination against anyone;
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behavior.

Parents/Carers are responsible for:

- keeping equality and diversity issues on the Warwick School Association agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - ensuring the above is explicit within our Home School Policy

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- coordinating and monitoring work on equality issues;
- dealing with and monitoring reports of harassment (including racist and homophobic incidents);
- ensuring that the school has in place procedures that enable effective monitoring of the progress and attainment of potentially vulnerable pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.), and that the school implements effective interventions where necessary to support such potentially vulnerable pupils;
- Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact

The school's Equality Policy is supported by a Single Equality Scheme which is linked to The Warwick Improvement Plan (WIP). The priorities of the WIP are reviewed and set annually and include targets which promote equality and are ratified by the governing body.

This Equality Policy, the Single Equality Scheme; the schools priorities and targets are regularly monitored and reviewed by staff and governors to ensure that the school is

effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

Monitoring and review will take place as follows:

Action	By	Timescale
Monitoring of SLT in the context of the priorities of the WIP.	Governing Body	Half termly
Analysis and review of whole school attainment and progress.	Senior Leadership Team	Half termly
Analysis of student outcomes at end of Key Stage	Heads of Faculty/Department/Headteacher and Deputy Headteacher Curriculum	Annually
Analysis of potentially vulnerable student outcomes at end of Key Stage to assess the effectiveness of this policy and interventions.	Heads of Faculty/Department/Headteacher and Deputy Headteacher Curriculum	Annually
Monitoring and review of Racist Incident Log	Deputy Headteacher Pastoral	Half termly
Monitoring and Review of Bullying Log	Deputy Headteacher Pastoral	Half termly
Pastoral Analysis	Deputy Headteacher Pastoral	Half Termly
	Curriculum Provision Committee	Termly
Safeguarding Review	Deputy Headteacher Pastoral	Termly
Curriculum Review	Deputy Headteacher Curriculum	Annually
Analysis of Attendance patterns	Assistant Headteacher i/c Attendance and Punctuality	Weekly
Equalities Impact Audit	Senior Leadership Team	Annually
Review of Equalities Policy and Scheme	Governing Body	Annually
Review of Equalities legislation to ensure school compliance	Governing Body	Annually
Parental Questionnaires	Senior Leadership Team	Annually
Student Satisfaction Questionnaires	Senior Leadership Team	Annually

This policy will be reviewed annually by the Governing Body of The Warwick School.