



## Equality Information and Objectives

Sept 2016

## Woodlands Meed Equality Statement

Woodlands Meed is committed to equality both as an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that Woodlands Meed is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, parents/carers, and through our School Council, staff meetings and governor meetings.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their race, ethnicity or national origin; their gender or gender identity; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals (or have been eligible in the last six years)
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects

### **Staff with responsibility for Equality:**

All staff at Woodlands Meed School and College

### **Staff member with overview of Equality: Chris Carter**

**School Governor with overview of Equality: Ian Simpson** The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

## Part 1: Information about the pupil population.

Number of pupils on roll at the school: 263

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of “protected characteristics”.

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Number of pupils with disabilities: 263

Woodlands Meed makes provision for pupils with a wide range of special educational needs and disabilities, which include:

- Dyslexia
- ADHD
- Autism
- Asperger’s Syndrome
- Hearing Impairment
- Visual Impairment
- Cerebral Palsy
- Down’s Syndrome
- Developmental Delay
- Speech, Language and Communication Difficulties
- Sensory Processing Disorders
- Type 1 Diabetes
- Epilepsy

Pupil Special Educational Needs (SEN) Provision		
	Number of Pupils	Percentage of school population
No with Special Education Need	263	100%
Statement	194	74%
EHC Plan	69	26%

Gender			
Male	181	Female	82

Pregnancy and Maternity	
Pupils who are pregnant	0
Pupils who have recently given birth	0

<b>Ethnicity and Race</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>	<b>Ethnicity and Race</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
<b>Asian / Asian British</b>	<b>5</b>	<b>9</b>	<b>14</b>	<b>Mixed</b>	<b>3</b>	<b>5</b>	<b>8</b>
Bangladeshi heritage	2	3	5	Other mixed heritage	1	0	1
Indian heritage	1	3	4	White & Asian	0	2	2
Other Asian heritage	1	3	4	White & Black African	1	2	3
Pakistani heritage	1	0	1	White & Black Caribbean	1	1	2
<b>Black / Black British</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>White</b>	<b>73</b>	<b>164</b>	<b>237</b>
Black African	1	1	2	British heritage	69	152	221
Caribbean heritage	0	0	0	Irish heritage	0	0	0
Other black heritage	0	0	0	White other	4	8	12
<b>Other ethnic group</b>	<b>0</b>	<b>1</b>	<b>1</b>	Gypsy / Roma	0	3	3
<b>Chinese</b>	<b>0</b>	<b>1</b>	<b>1</b>	Traveler of Irish heritage	0	1	1
<b>Not yet obtained</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Information withheld</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Religion and Belief

As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs and recognise that people of religion and belief may experience discrimination and harassment.

### Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### Sexual Orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender pupils.

### Information on other groups of pupils

Ofsted inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support”.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	18	8	26	10 %

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
<b>Pupils eligible for free school meals</b>	50	17	67	25 %

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
<b>Looked after children</b>	7	3	10	3.8 %

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
<b>Young Carers</b>	0	0	0	0 %

## **Part 2: Our equality priorities**

This is a summary of the issues that we are currently most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

### **Pupil Premium / FSM: Ensuring equality for vulnerable pupils.**

- Reading and phonics catch-up
- Numeracy Catch up
- Fine motor skills/learning skills
- Social skills
- Speech, language and Communication

### **Access to facilities and activities**

- Events
- Sporting activities
- Enrichment

### Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our school policies.

- As a school, we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body reviews our Equality Policy.
- We aim to keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional in behaviour to all staff and pupils.
- We have a School Behaviour Policy that ensures that all pupils are both rewarded and sanctioned appropriately, and it is viewed fairly and positively by the staff and pupils alike.
- We have an Anti-Bullying Policy and deal promptly with all incidents and complaints of bullying and harassment that may occur including cyber-bullying and prejudice-based bullying related to
- disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to pupils' spiritual, moral, social and cultural development.
- We have procedures in place for dealing with staff discipline.
- Our Equality Policy covers the school's employees (permanent, temporary, casual, part-time and those on fixed term contracts), job applicants and individuals such as agency staff and consultants, and volunteers who are not employees, but who work at the school.
- We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- Our admission process adheres to the objectives of our equality policy.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school.
- We endeavour to offer all pupils meaningful access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have.
- The school has an Internet Safety Policy that takes all E-safety issues very seriously. Through assemblies and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently "Acceptable Use" policies are signed and adhered to by all pupils and staff.
- Through our Citizenship and PSHE education, we work hard to challenge discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RE, PSHE and Citizenship; pupils are encouraged to think about the world in which they live. Pupils are encouraged to broaden their understanding of other's beliefs, cultures and faiths.
- We have a well-represented Student Council that supports pupils in having a direct voice to discuss matters that relate to their concerns and overall well-being in school and

the immediate environment.

- We have well-attended Parents' Evenings and an active Friends of Woodlands Meed Committee, which support and include families in our school and college community. We have successful strategies in operation for engaging with our parents and carers, including those who might sometimes find working with the school or college difficult.
- We have an extensive pastoral support strategy set up to support specific pupils with issues ranging from confidence, self-esteem, social skills, anger management, behavior support, working with others, assertiveness, sense of achievement and life skills. We also involve pupils in social communication groups, play schemes and therapies, mentoring sessions and enrichment activities to support their engagement in our community.
- We understand that attendance plays an integral part in pupils' achievement at school. Through our attendance tracking, we investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **A) Disability**

We are committed to working for the equality of people with and without disabilities.

### **How we advance equality of opportunity:**

- We support disabled learners by meeting their individual needs in class or during specialised 1:1 or small group sessions with specialist staff or therapy teams. Additionally, individual programmes of study are devised to address pupils' learning needs and to enable access to the curriculum, e.g, through adapted resources, multisensory learning programmes for pupils with specific learning difficulties, highly differentiated work for pupils working at below average national curriculum levels, etc.
- We take steps (reasonable adjustments) to ensure that pupils with physical disabilities and mobility difficulties are not put at a disadvantage compared to other pupils, through our use of a large team of TAs, many with specialist training (e.g, in delivering therapy programmes, catch-up sessions, or use of specialist equipment, etc) and we support pupils in class in order to promote access to the curriculum.
- Other therapeutic interventions, e.g, art therapy, music therapy, etc are organised as required and delivered by outside specialists.
- Learning resources are developed and adapted for students as required. Specialised assistive and communication technology is also provided.
- We involve all learners and their families in the changes and improvements we make. We consult learners where appropriate on issues affecting them, rather than relying on people acting on their behalf, eg, parental and pupil views are included in the statutory annual review documentation. Pupils have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support.

### **How we foster good relations and promote community cohesion:**

- The work that has been done to develop a culture of community and a sense of belonging at Woodlands Meed also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of positive values within the school and college community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.
- We continue to develop a curriculum that encourages all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of others and where possible – the discriminatory attitudes those with protected characteristics may experience, using themes

within our PSHE and Citizenship programmes.

- We ensure that the curriculum has positive images and that positive pictures are used for display.
- We challenge prejudice and any incidents of bullying based on disability and special educational needs.

### **What has been the impact of our activities? What do we plan to do next?**

- Successful inclusion of learners in a meaningful peer groups
- Successful mentoring of younger learners by secondary pupils.
- Successful involvement of our older learners in their annual review meetings.
- Successful completion of GCSE programme by many of our college learners.
- Positive parental feedback and engagement at parents' evenings at Annual Reviews.
- Positive results from our student survey.
- We continue to work closely with all departments to ensure consistent inclusion for all.
- We continue to develop our curriculum to best support our learners in making meaningful progress.

### **B) Ethnicity and Race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

- We work hard to involve parents and families, e.g, parents' evenings and Annual Reviews, inviting interpreters to attend as required.
- We encourage all pupils to become involved in pupil forums and promote inclusion on the student council body.

### **How we advance equality of opportunity:**

- We set targets to improve the progress of all pupils, and meet with parents at formal parents' evenings and more informally throughout each term.
- Speech and Language programmes and our Communication Friendly culture supports language acquisition and progression for all learners.
- We involve parents, carers and families in initiatives community events.
- We have a supportive Literacy Intervention Programme and Reading Recovery Programme.
- Throughout the curriculum, schemes of work provide pupils with opportunities to learn about the experiences and achievements of different communities and cultures in the UK and different parts of the world.

### **How we foster good relations and promote community cohesion:**

- The aims and values of Woodlands Meed reflect our desire to be an inclusive school where differences in need, culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these values of inclusion and acceptance.
- Our inclusive nature provides students a daily chance to work alongside people from different cultural backgrounds and with a range of different needs. Our students are accepting and tolerant of the needs of others and supportive to those who need different levels of help to learn.
- Very low levels of Racial Incidents are reported but all are taken seriously and dealt with effectively.
- RE & PSHE syllabus covers areas of personal responsibility, human rights, mutual understanding and respect for all faiths.

### **What has been the impact of our activities? What do we plan to do next?**

- Pupils of all cultural and ethnic backgrounds are included fully in classes.
- Communication difficulties are addressed as part of our consistent work as a communication friendly school.
- Diversity is celebrated during our International Week and Olympic Week celebrations, and pupils from other countries and cultures have shared ideas and customs from around the world with their classes.
- We are proud that incidents of racist bullying are low, but we remain quick to act when any issues arise.

### **C) Gender**

We are committed to working for the equality of women and men.

- There are more boys than girls at Woodlands Meed.
- We ensure that gender stereotypes in subject choices, advice, expectations and work experience is avoided.
- We regularly involve and consult boys and girls on issues that might affect their achievement or wellbeing, through a variety of School Council activities.
- We try to ensure that both genders are well represented at School Council meetings and that differing views can be expressed fairly. Consultation also happens through the student survey which is carried out annually.

#### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils, and use gender in the data analysis process.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that girls and boys are represented at whole-school and whole-college events (EG, sporting competitions).
- Parents, carers, families and learners are given opportunities to contribute to the development of these advancements at regular intervals, and learners are encouraged to pursue their specific interests irrespective of gender stereotypes.

#### **How we foster good relations and promote community cohesion:**

- Woodlands Meed's aims reflect our desire to be an inclusive school where differences in culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these values.
- We work hard to ensure the inclusion of positive, non-stereotypical images of males and females in all areas of our curriculum.
- Where appropriate, traditional and modern roles of males and females in society and religion are discussed and students are encouraged to consider reasons for their views on the roles of males and females.
- We have few incidents of sexist bullying or sexual harassment but they are all taken very seriously and dealt with according to the school's Anti-Bullying policy.

#### **What has been the impact of our activities? What do we plan to do next?**

- Good uptake of sporting and competitive events by girls and boys.
- Girls and boys encouraged to participate in a range of enrichment activities, and activities are established as open to all.
- Girls Club option available for those finding the general demographic gender imbalance challenging.
- Continue to monitor disparity between boys and girls and identify interventions that may support equality.

- Challenge further the stereotypes of gender within the current Schemes of Work to allow for greater depth of study within Citizenship and PSHE education and in assemblies.

#### **D) Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

#### **E) Pregnancy and maternity**

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

We currently do not have any pupils who have recently had a baby. We recognise that pupils who are pregnant or on maternity leave may experience discrimination, and barriers to accessing or continuing their education. We endeavor to provide a personalised support package to ensure that such pupils are able to continue their education.

#### **F) Religion and belief**

We are committed to working for equality for people based on their religion, belief and non- belief.

#### **How we advance equality of opportunity:**

- Learners are taught about a range of belief systems and religions, and encouraged to be accepting and tolerant of new or less-familiar ideas.
- Pupils are taught to see similarities in regions, beliefs and religious practices.
- In addition to learning about religion, pupils are also given opportunities to learn from religion. This enables pupils from all backgrounds to reflect on the questions/issues raised by religion and develop their own responses and ideas.
- Pupils are supported in their development of their sense of identity and belonging through RE, PSHE and Citizenship study. Particular lessons on sense of self, decision making, responsibility, emotional literacy, lifestyle choices and identity directly support this aspect of learning.
- Learning and undertaking activities in citizenship contributes to the achievement of the three curriculum aims for all young people to become successful learners, confident individuals and responsible citizens.

#### **How we foster good relations and promote community cohesion:**

- Promoting spiritual, moral, social and cultural education is enshrined in our curriculum as an inclusive special school.
- We celebrate diversity and encourage respect and tolerance for others and their beliefs regularly, through assemblies, RE lessons, PSHCE sessions and events such as International Week and Faith and Belief Week.
- We visit a variety of local religious and cultural establishments as a part of our RE programme.

#### **What has been the impact of our activities? What do we plan to do next?**

- In general, pupils enjoy RE and are willing to learn about beliefs that are different from their own.

- Successful ongoing relationships with local religious institutions.
- Continued adaptation of RE material to ensure religious and cultural awareness is meaningful and appropriate to our learners.

### G) Sexual Orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender/

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual or transgender pupils.

### Part 4: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on these areas where we have agreed to take action to improve equality and tackle disadvantages.

Objectives – What will be done?	Strategies – How are we going to do it?	Who by?	When?	Evidence of Impact:
Ensure pupils from vulnerable backgrounds (FSM, Pupil Premium) have access to Catch-up sessions	Plan and deliver Catch up sessions for English, Maths, Social Skills and Jump Ahead for appropriate pupils	VM	Dec 2016	Sessions timetabled and in action on school site
Enrichment options to be inclusive for all learners	Timetable enrichment activities for girls and boys, accessible by all learners.	CC	Dec 2016	Enrichment schedule
Ensure all pupils groups are well-represented in whole school/sporting activities	Invite girls and boys and pupils with range of needs to PYG, Sport tournaments, school play, etc.	CC	June 2016	PYG list Tournament list Cast lists
Scrutiny of data by protected characteristics.	Inspect and analyse data for girls and boys, vulnerable groups, etc, and scrutinize for patterns/disparity.	CC/KB	Feb 2016	Data analysis

## **Part 5: Information about our employees**

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### **Confidentiality**

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of 5 September 2016 the school employs 184 staff. Our staff are employed in the following main groups:

Teaching staff – 41 (inc 6 leadership).

Support staff - 143

<b>Age</b>	<b>Under 21</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>51-60</b>	<b>61-70</b>	<b>71-79</b>	<b>Over 80</b>
Number	6	27	32	59	53	7	0	0
%	3.3	14.7	17.4	32.1	28.8	3.8	0	0

<b>Disability</b>	<b>Number</b>
Disabled	5
Not Disabled	179
Not given/Unknown	0

<b>Ethnicity and race</b>	<b>Number</b>	<b>Percentage</b>
Asian or Asian British	5	2.7
Black or Black British	1	0.5
Chinese	0	0
Mixed	2	1.1
Any other ethnic group	0	0
White	175	95.1
Prefer not to say	1	0.5
Not stated	0	0

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Female	152	83%
Male	32	17%

## **Sexual orientation**

We do not collect data on the sexual orientation of our staff. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender staff.

## **Gender identity or reassignment**

We do not collect data on staff that are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

## **Religion and Belief – Staff**

We do not collect data on religious backgrounds of staff, however, we recognise that people of faith and of no-faith may experience discrimination and harassment.

## **Additional Information Recruitment and selection of staff**

- Woodlands Meed follows WSCC recruitment procedures
- Recruitment procedures are reviewed from time to time to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- Woodlands Meed takes steps to ensure that knowledge of its vacancies reaches a wide labour market to recruit from the widest pool of candidates reasonably practicable and may, where relevant, take positive action measures to attract applications from all sections of society, especially from those that are under-represented in the workforce.
- Vacancy advertisements include an appropriate short statement on Equality and a copy of this policy is sent to those who request it.
- Woodlands Meed takes steps to ensure that any recruitment agencies acting for the school are aware of its requirements not to discriminate and act accordingly in carrying out recruitment activities for and on behalf of Woodlands Meed.
- From 1 January 2010 it was mandatory that any appointments of school staff are made by a recruitment panel which includes at least one person who has been trained in safer recruitment. Recruitment and Selection training is covered in the Safer Recruitment training.