

# Woodlands School Single Equality Scheme 2019 - 2022

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<b>Date adopted by the Governing Body</b>	
<b>Policy Review Cycle</b>	Every 3 years
<b>Date for Policy Review</b>	November 2022

## **Introduction**

The Single Equality Scheme outlines Woodlands School's approach to promoting equality and diversity. At Woodlands School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion 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.

This Single Equality Scheme brings together the school's approach for promoting equality so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, governors, parents/carers and other users of our school facilities.

## **Purpose**

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act. As such, Woodlands School Single Equality Scheme replaces previous equality policies. This Single Equality Scheme enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all six equality strands:

- Race
- Disability
- Gender
- Religion or Belief
- Sexual Orientation
- Age

It also aims to improve equality for those who face less favourable socio-economic circumstances (Students in receipt of pupil premium) and to incorporate the requirements for an Accessibility Plan as a single document. It also reflects our duties to promote community cohesion.

## Definition of disability

- The 2010 Act abandons the previous list of capacities and 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'.
- The Act allows disabled pupils to be treated more favourably than non-disabled pupils and in some cases requires this to be done, by making reasonable adjustments to put pupils on a level footing with those without a disability.

Through this scheme we aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited
- Advance equality of opportunity between persons who share a relevant 'protected characteristic' and persons who do not share it
- Foster good relations between persons who share a relevant 'protected characteristic' and persons who do not share it.

The purpose of our Single Equality Scheme is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our policies, provision and practice. We recognise the need for the Single Equality Scheme to be anticipatory within the single equality duties which means that we think ahead about how our policies, provision and practice may affect different members of our school.

While this Single Equality Scheme meets these legislative requirements, Woodlands School has long recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination.

The Single Equality Scheme sets out in detail how Woodlands School intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises Woodlands School's approach to equality across the whole school community.

We have produced our Single Equality Scheme (SES) and Action Plan to cover a three-year period from 2019 to 2022. We will report on the progress and impact of our scheme annually and prepare a new three year plan from 2022.

### **The School Context – What sort of school are we?**

Woodlands School provides specialist education for pupils with Social, Emotional and Mental Health Needs (SEMH). Woodlands School is a Shropshire Local Authority (LA) Specialist School catering for pupils aged 7 - 16 who have an Education, Health and Care Plan (EHCP), which specifically identifies the young person as having difficulties relating to Social, Emotional and Mental Health Difficulties (SEMH).

Woodlands Wem can accommodate up to 56 pupils on a non-residential basis and has classrooms that can accommodate up to 8-12 pupils and a number of specialist rooms, e.g. science laboratory, art room, DT room and a food technology room. There are extensive grounds and pupils have access to outside learning through activities such as gardening and bee keeping. On-site there are also a range of sports facilities including football, tennis courts and a gym.

Woodlands Oswestry is a KS2 provision for up to 12 pupils with a primary area of need being identified as SEMH. This small school shares a site with a mainstream primary school.

Woodlands Bishops Castle is located within the grounds of The Community College in Bishops Castle and through the kind support of the Governors and Headteacher of the Community College, the provision benefits from use of several shared resources. It is a KS2 provision for up to 10 pupils with a primary area of need being identified as SEMH.

### Equality Data 2019

Gender data:

- 56 male pupils
- 12 female pupil
- 12 male staff
- 39 female staff

Socio-economic backgrounds data:

- Woodlands Wem, approximately 46% of pupils are entitled to Pupil Premium Grants (PPG) and 12% are Children in Care.
- At Woodlands Bishop's Castle 87.5% of pupils are PPG
- At Woodlands Oswestry 14% entitled to PPG and 14% are children in care.
  
- Attainment levels of pupils can be found in data files
- Most pupils have English as their primary language
- Most pupils are White British, 2 students are White and Black Caribbean

## Meeting our duties

Under the old statutory duties all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different:

<b>Race equality</b>	<b>Disability equality</b>	<b>Gender equality</b>	<b>Age, sexual orientation, religion and belief</b>
<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Promote equality of opportunity</li> <li>• Promote good relations between people of different racial groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Promote equality of opportunity</li> <li>• Promote positive attitudes towards disabled people</li> <li>• Eliminate disability- related harassment</li> <li>• Encourage participation by disabled people in public life</li> <li>• Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Promote equality of opportunity between men and women, girls and boys.</li> <li>• Transgendered people are explicitly covered by the gender equality duty.</li> <li>• The term transgendered refers to a range of people who do not feel comfortable with their birth gender.</li> <li>• The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination</li> <li>• Promote equality of opportunity</li> </ul>

### Accessibility (See Appendix 1)

There is additional specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

## **Roles and Responsibilities**

### The Governing Body

To ensure that the school complies with statutory requirements of equalities legislation and that this Scheme and Action Plan meet those duties. Specifically:

- 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 race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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.

### The Headteacher

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The Headteacher ensures 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.
- The Headteacher promotes 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.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

### SLT

- To co-ordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.
- To co-ordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

### Teaching Staff

- To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress
- Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment
- Ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.

### Students

- To treat each other with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly.

## **Monitoring and Review**

We will review the scheme annually through the Standards Committee of the Governing Body during the autumn term. The findings will be published through our website.

Adjustments to our scheme will be made accordingly. We will monitor and review by:

- ensuring our employment practice is legal and fair to all
- analysing the examination performance for all groups of learners
- analysing attendance and exclusion data for all groups of learners
- analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners
- analysing the views of parents and other community groups who use the school facilities
- analysing the improvements made to our physical environment and the extent to which this increases access for all groups in our wider community celebrating what we have achieved in relation to promoting our Community Cohesion Action Plan

The Scheme is available on the school website and a copy can also be requested from the School Office or alternatively we can email it to you.

The Scheme can also be made available in different formats if requested (e.g. in Braille, simplified language, on audio-tape or video-tape)

## Single Equality Scheme Action Plan

Equality Strand	Intent	Implementation (Actions)	Who	Impact
All	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	<ul style="list-style-type: none"> <li>• Raise awareness of Single Equality Scheme annually</li> <li>• Induction</li> <li>• Staff Meetings</li> </ul>	SLT All Staff	
All	All students achieve in accordance with their targets with no significant gaps in attainment between groups	<ul style="list-style-type: none"> <li>• Termly monitoring of progress</li> <li>• Analysis of assessment data</li> </ul>	Teachers CS CH HW	
All	All students maintain good levels of attendance with no significant variation in attendance between student groups	Monitoring and interventions	NG CH HW	
All Community Cohesion	Students understand that the school has a positive attitude to difference and diversity	<ul style="list-style-type: none"> <li>• Promote positive images of a diverse range of people – Assemblies, displays etc</li> <li>• PHSE through Anti-Discrimination and diversity Scheme of Work</li> <li>• RE lessons and RE Scheme of Work</li> <li>• Celebrate cultural events throughout the year to increase student awareness and understanding of different communities.</li> </ul>	Teachers SLT CS	
All	All policies do not impact adversely on any disadvantaged group.	Undertake Equality Impact Assessments during policy reviews and creation of new policies (see Appendix 2)	SLT	
Disability Age	Access is maximized for all users and does not discriminate unfairly	Implement and Review access plan. (Appendix 1)	SLT BC	
Socio Economic	Ensure disadvantaged pupils have the opportunity to access cultural activities equivalent to their non-disadvantaged	Cultural Capital, RADY (Raising Attainment of Disadvantaged Youngsters) project Schemes of work to offer trips and visits, visiting speakers and cultural and sporting activities	Teachers CS	

Equality Strand	Intent	Implementation (Actions)	Who	Impact
Race and Gender	<p>Identify, respond and report racist incidents. Report the figures to the Governing body / Local Authority on a termly basis.</p> <p>Identify, respond and record uses of sexist language</p>	<ul style="list-style-type: none"> <li>• Raise awareness of duty</li> <li>• Staff to appropriately challenge incidents in line with Relationship Based Behaviour Co-Regulation Policy and Single Equality Scheme</li> </ul>	<p>SLT All Staff</p>	

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## Appendix 1

### Accessibility Plan

#### Woodlands School Wem

- Woodlands School pupil classrooms and access are on the ground floor
- There is lift to access upper floor rooms. There is a 24 hour phone connection in the lift for emergencies
- Lifts are safety checked and maintained every 3 months by external contractors
- There is wheelchair access to the site via the pupil entrance
- Light switches are accessible to wheel chair users
- Doors and corridors are all designed for accessibility when building was constructed in 2003
- There are staff trained to support user of the lift
- There are 3 disabled toilets on site
- There are parking spaces for disabled users

#### Woodlands Oswestry

- There is wheel chair access to the site via a ramp to the main entrance
- There are disabled toilets on site
- Classrooms are accessible for wheel chair users
- Accessibility Access Plan for Holy Trinity Primary School also apply – please see school website for details

#### Woodlands Bishop Castle

- There is wheel chair access to the site via a ramp to the main entrance
- There are disabled toilets on site
- Classrooms are accessible for wheel chair users
- Accessibility Access Plan for Bishops Castle Community College also apply – please see school website for details

Area	Requirement	Estimated Cost	Time Frame
Disabled Parking at Woodlands Oswestry and Bishops Castle	Liaise with site staff at Holy Trinity and Bishops Castle to ensure designated bays for disabled parking	£800	Within 6 months
Redecoration of areas	Use of appropriate colour schemes when redecorating classrooms and public areas	Part of rolling programme costings	Annual and ongoing
Staff Training	<p>Awareness of duties under policies</p> <p>CPD on supporting children with SEND needs</p> <p>Ensure key members of staff on site are trained to use the lift</p>	<p>Staff Meetings</p> <p>Ongoing as part of CPD training Programme</p> <p>Onsite training from Brian Clay</p>	<p>Within 3 months</p> <p>Ongoing</p> <p>Within 3 months</p>

## Identifying Barriers to Access

From: DfES (2002) *Accessible Schools*

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

### Section1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

**Section 2: Is your school designed to meet the needs of all pupils?**

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and local appropriately?	✓	

**Section 3: How does your school deliver materials in other formats?**

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	On request	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Appendix 2

## Equality Impact Assessment of \_\_\_\_\_ Policy

<b>Carried out by:</b>	<b>Date:</b>
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<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	<b>Yes (please provide reasons if no adjustments are made)</b>	<b>No</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties, issues surrounding access to buildings, curriculum and communication)		
<b>Gender Reassignment</b> (transsexual)		
<b>Pregnancy and Maternity</b>		
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (Male, Female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual, actual or perceived)		

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