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### ***School policy statement on equality and community cohesion***

*Our school 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 our school 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 students 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 students and parents/carers, and through our School Council.*
  - ✳ 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 ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.*
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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:

- ✳ students from certain cultural and ethnic backgrounds
- ✳ students who belong to low-income households and students known to be eligible for free school meals
- ✳ students who are disabled
- ✳ students who have special educational needs
- ✳ boys in certain subjects, and girls in certain other subjects.

For more information on Additional Educational Needs at Welling school please contact:  
**Kathy Kallend, Assistant Headteacher (SENCO)**

Mr Smith, Vice-Chair of the Governing Body, (Member of governing body with responsibility for equality issues).

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 student population**

Number of students on roll at the school: **1544 as of September 2021 (census data)**

### **Information on students 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.'

#### **Disability**

We are committed to working for the equality of people with and without disabilities. We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. The school's Additional Needs faculty works closely with students, their parents and staff in order to provide a high quality learning environment in order to eliminate inequality. This is reflected, where appropriate, in pupil communication passports and profiles of need which all teachers have access to; supporting them to deliver an accessible curriculum.

Welling School complies with access arrangements for students with disabilities. The school's commitment to viewing every student as an individual is paramount.

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

Policies: SEN Policy, Confidentiality Policy, Whistle Blowing Policy, Racial Equality, Safeguarding and Child Protection Policy, School Access Plan.

- We are DDA compliant.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School designated 'Child Protection' persons.
- Involve students fully with their pupil communication passports.
- Staff report safeguarding concerns around students using 'My Concern'.
- anti-bullying assembly during Anti-bullying week. .
- Consult families on all areas of school provision (learning support).
- Year 7 admissions procedures ensure equal access to all students with statements of SEND.

We support disabled learners and staff by meeting their individual needs.

- Take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students.
- Carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information

The Elsa centre - a joint specialist provision with the LA for students with autism provides a safe environment for learning and an opportunity to integrate into a mainstream setting in preparation for the world of education, training or work. Start up, January 2017

Pupils who exhibit challenging behaviours over time, including pupils who have specific behavioural needs, are well supported by the school, including through early help and intervention. The adults who work in the school's 'learning zone' provide effective support for pupils in developing their social skills, learning how to manage their emotions and in taking responsibility for their actions. (Ofsted 8 February 2017)

There are students at our school with different types of disabilities and these include:

- ✳ Specific Learning Difficulty
- ✳ Moderate Learning Difficulty
- ✳ Severe Learning Difficulty
- ✳ Behaviour, Emotional and Social Difficulties
- ✳ Speech language and Communication Needs
- ✳ Visual Impairment
- ✳ Physical Disability
- ✳ Autistic Spectrum Disorder

### **Information on other groups of students**

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

#### **Young carers**

Refer to current data held internally

#### **Other vulnerable groups**

Refer to current data held internally

#### **Sexual orientation**

Information not obtained

#### **Gender identity or reassignment**

Information not obtained

### **Part 2: Our main equality challenges**

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

1. Reduce overall the number of fixed exclusions for all students.
2. Address student mental health and well-being as part of our commitment to prevailing mental health difficulties which may start in adolescence, but have a great impact in adult life
3. Significant percentage of students joining Welling school with low prior attainment at Ks2 and low reading ages.

### **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 if you would like to see copies of any of our school policies.

- \* We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate , treat some people less fairly or put them at a disadvantage
- \* The Chair of Governors has had training on the Equality Act 2010. When Governors consider equality issues relating to policies, decisions and services a record of this is kept in the minutes and papers of the governing body meetings
- \* We have a school behaviour policy and anti bullying policy that is reviewed regularly in light of information/data for example the extension of the policy to link school and the local community and cyber bullying. We provide staff training to all staff in regards to behaviour management and safeguarding.
- \* We have a special educational needs policy that outlines the provision the school makes for students with Additional Educational Needs
- \* We deal promptly and effectively with all incidents and complaints of bullying and special education need, sexual orientation , sex, race, religion and belief, gender reassignment or disability. We keep a record of all such incidences and notify those affected of what action we have taken.
- \* We deal promptly with all complaints relating to the school. These are recorded and RAG rated. Refer to data held by PA to HT
- \* We have procedures for addressing staff discipline, conduct and grievances with the aim to intervene early at an informal stage so that issues/complaints are resolved. The post of HR Manager is in place to ensure effectiveness of the policy. All staff have an exit interview, which give the school feedback on its staff practises and procedures. Refer to information received.
- \* We aim to observe and implement the principles of equal opportunities and non discrimination in our employment practise. The school has been awarded Investors in People – Gold award; July 2016.
- \* Our admission arrangements that operate fairly, along the shared principles that the school is a community school. For example the school is building stronger links with primary schools to access our specialist arts provision.
- \* We have an accessibility plan in place

Under the Equality Act 2010, we are also 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 students.  
**Disability**

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

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

Refer to AEN data

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

- ✦ Monitoring the attainment, progress and attendance of all our students including 'groups' of students.
- ✦ Setting targets to improve the attainment and progression rates of all students and of particular groups of students, intervention strategies
- ✦ Identifying and addressing barriers to the participation of particular groups in learning and other activities for example reading recovery for those students who 'join' the school with a low reading age. Ref: Rapid reading data.
- ✦ Linking with groups, organisation and projects in the local community.
- ✦ Address student mental health and well-being as part of our commitment to preventing mental health difficulties which may start in adolescence, but have a great impact in adult life.

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

- ✦ Developing a curriculum that supports all students to understand, respect and value difference and diversity as well as promote SMSC Ref Curriculum Model
- ✦ Organising celebrations and special events, for example Uganda Trip to build houses, TAG Rugby Zimbabwe
- ✦ Trip and Visits for example History Trip to Ypres, and the fallen soldiers of world wars. Ref Trips and Visits information, HT PA
- ✦ Welling 6<sup>th</sup> form enrichment activities and strong links with Greenwich University.

#### ✦ **Army**

We have a links with the army who deliver workshops.

#### ✦ **Work Experience**

Policies are in place. Head of WEX / Careers in place to drive the vision. Commencing Careers Mark.

#### ✦ **Uganda Tag Rugby.**

#### ✦ **EXAMPLES OF OTHER TRIPS & VISITS**

- Flatford Mill;
- Kent University Chatham;
- Greenwich Maritime Museum;
- East Wickham Primary;
- Venice Art Trip;
- Institute of Education London;
- Hayward Gallery London;
- Victoria & Albert Museum;
- Madrid Languages trip;
- Paris Languages trip.

#### ✦ **EXAMPLES OTHER CHARITY AND SOCIAL EVENTS RUN BY THE SIXTH FORM**

- Christmas jumper day;
- Non uniform days;
- Silly tie day;
- Battle of the Bands
- Year 7, 8 and 9 disco
- Valentines' roses
- Cake sales
- Afternoon teas
- Raffles
- Ten pin bowling competition

- ✦ Please refer to our website for recent information.

### **What has been the impact of our activities?**

We have developed a community- facing school.

- ✦ At a strategic level we have focused on school improvement in particular raising student achievement and creating opportunities to succeed.

- ✳ We are part of the TKAT family of schools (41) whereby we share good practice, provide school to school support to improve the life opportunities for the students we serve.
- ✳ We have used the curriculum to help students to understand others and create opportunities to learn about diversity in the local, community and nationally. This is evidenced for example through our Visual Arts specialism to expand our MFL provision, 6<sup>th</sup> form students undertaking the CSLA and HSLA.
- ✳ Through assemblies, PHSE, Citizenship, Outside speakers, work of the Student Council (voice) we are continuing to explore shared values, develop awareness of human rights and develop skills of participation and responsible action- refer to student council meetings, activities and action.
- ✳ Using the VA specialism to provide opportunities for young people and their families to interact with others from others from different backgrounds and build positive relationships with parents and the community.
- ✳ The school through Trust links and developing relationships with primary schools are providing resources and expertise to local children.
- ✳ The school plans to develop systems and structures so that we are able to communicate more effectively with parents and carers to support the community cohesion.
- ✳ An autistic provision (joint partner with the Local Authority).

### **Ethnicity and race (including EAL learners)**

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

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

- We have an EAL co-ordinator in place with an EAL strategy to identify and address barriers to the participation of particular groups in learning / activities. Additional staff training has been provided to support acquisition of English.

Data shows attainment at KS4 for minority race groups at Welling School except any other white background is not notably significantly above or below national average.

### **Gender**

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

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

How we advance equality of opportunity

We monitor the attainment of all our students by gender.

- Set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Are identifying and addressing barriers to the participation of boys and girls in activities.
- Ensure that gender stereotypes in subject choices and careers advice are avoided and challenge.
- Ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Plan and deliver lessons with a variety of learning styles.

- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- Provide after school clubs and an extended school day for all students.
- 60% of the Senior leadership team are female.

Refer to current data information.

### **Gender identity or reassignment**

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

No data available

### **Pregnancy and maternity**

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

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students).

- Demonstrate a non-judgemental and sensitive approach. The role of staff is to provide context and advice to enable the student to make informed choices.
- Provision of a School Counsellor.
- As far as practicable, take a flexible approach to supporting and facilitating the continued learning of students who are pregnant / students who are the parents of a very young child.

No information available

### **Religion and belief**

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

- Display positive images and use resources which depict diversity.
- Use RE drop down days to deliver workshops on different religions / beliefs / challenge stereotypes.
- Celebration assemblies.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

No information available

### **Sexual orientation**

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

- Anti-bullying Policy.
- Anti-bullying focus weeks.
- Promote a Restorative Approach in response to known reported incidents of bullying and homophobia.
- Continue to talk awareness and challenge homophobic attitudes through our PHSE programme.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

No information available

**How we advance equality of opportunity and promote community cohesion**

- ✳ Students perceptions/ use of language challenged through assemblies/ PHSE
- ✳ Using external providers e.g. Stonewall to provide educational expertise

**What has been the impact of our activities?**

- ✳ Highlight the need for all staff to challenge language used by students in a negative way eg 'your gay'
- ✳ Included of our behaviour management policy

**Part 4: Consultation and engagement**

We aim to engage and consult with students, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are

- ✳ To look at how the school can improve
- ✳ How all stakeholders can have a voice and influence school improvement policy and practise
- ✳ To strengthen community cohesion

**Part 5: Record of how we have considered equality issues when making decisions**

Strategy

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on students and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
July 2012	Accessibility policy	Strengthen access around and in school for students with a temporary or permanent disability	A member of staff in place to coordinate access plans for students and liaise with staff, so students can be accommodated in school

**Part 6: 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 those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

**Equality objective 1: reduce fixed term exclusions to within the threshold of national average.**

**Progress we are making on this objective:**

Refer to data and Governor reports

**Equality objective 2: to focus on diminishing the progress and attainment difference for disadvantaged students.**

**Progress we are making on this objective:**

Refer to data and Governor reports

**Equality objective 3:**

Address student mental health and well-being as part of our commitment to preventing mental health difficulties which may start in adolescence, but have a great impact in adult life. For information regarding employees, please contact TKAT as TKAT is the employer. Sept. 2017.

**Progress we are making on this objective:**

Refer to data and Governor reports

**EQUALITIES OBJECTIVES 2021**

<b>Equality strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Early success indicators</b>
All	Publish and promote the Equality policy and objectives through the school website, newsletter and staff meetings.	Inclusion of question relating to the awareness of the Equality policy and objectives in surveys.	Staff are familiar with the principles of the Equality policy and objectives and use them when planning lessons, creating class room displays. Parents are aware of the Equality policy and objectives
All	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.	Achievement data analysed by groups.	Analysis of teacher assessments / annual data demonstrates the diminishing differences for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of disability, race, gender and ethnicity.	Increase in student participation, confidence and positive identity – monitor annual student surveys	More diversity reflected in school displays across all year groups
All	Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	More diversity in school council membership
All	Identify, respond and report incidents relating to protected characteristics. Report the figures to the Governing body.  Note: mental health strategy - School Improvement Plan September 2017.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat	Teaching staff are aware of and respond to incidents relating to protected characteristics.

		perpetrators be identified, are students and parents satisfied with the response?	
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