



Whitefield
Schools

**Information
Report**

Equality information and objectives

December 2019

Category: Leadership

Key Elements

This document explains how Whitefield Schools meets its duties under the Equalities Act 2010 and sets out the school's objectives for the next four years (2019- 23)

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Whitefield Schools Equality Information and Objectives 2019-23 (incorporating access plan)

1. Introduction

This document is written in response to the requirements of the Equality Act 2010 to show how Whitefield Schools discharges its duty to 'have due regard for equalities', to outline the areas of the School Improvement Plan which address equalities issues and to state the school's other priority objectives in this area. As a special school, access to the environment and the curriculum is a fundamental consideration and has been incorporated into the schools' equality plan. See also the Whitefield Academy Trust's SEN Policy and the school's Pupil Premium Strategy.

2. Aims

Whitefield aims to meet its obligations under the Equality Act 2010 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 relationships across all characteristics
- Update procedures in line with any new legislation

The school takes account of its duties in preparing the School Improvement Plan each year, in identifying how Pupil Premium will be spent and in its ongoing monitoring of the quality of education. School and Trust policies take due account of the Equality Act. The Senior Leadership Team identifies aspects of the SIP which have particular relevance to equalities and in addition identifies further objectives which will support equality.

3. Roles and responsibilities

The Directors will:

- Ensure that the equality information and objectives as set out in this document are published and communicated throughout the school community, that they are reviewed annually and updated at least once every four years



- Ensure that school policies comply with the equalities legislation
- Identify a link Director who will liaise with the Principal to discuss key issues and how they are being addressed and report back to the Directors at least annually
- Ensure that the CEO takes account of this document when monitoring the quality of education and in particular the School Improvement Plan

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff
- Liaise with the Vice Principal and the Head of Research and Development Centre/Teaching School to ensure that staff receive adequate training as part of induction and ongoing CPD

Members of the Senior Leadership Team will:

- Monitor practice to ensure that the curriculum as taught to children and young people prepares them for life in modern Britain
- Ensure that the staff whom they line manage behave in a professional and respectful manner to all members of the school community and that any concerns are followed up quickly and fairly

All school staff will:

- Follow the expectations in the Code of Conduct, in particular behaving in a professional and respectful manner towards other members of the community.
- Treat all children and young people in their care equally
- follow up any incidents which may indicate discrimination, bullying or lack of respect by challenging the perpetrator directly, by alerting the class teacher in the case of a pupil or by making a report to the appropriate line manager
- work to achieve the objectives as set out in sections 5 and 6

4. Promoting Equality and Access at Whitefield

- Whitefield Schools exists in order to support children and young people who might otherwise be disadvantaged by reason of their special educational needs and disabilities, to provide the best quality of education that we can, to improve the quality of their lives and to prepare them for the next stage. This is summed up in the Trust's Mission Statement - 'Enjoyment, Achievement and Wellbeing for All'
- The school values the diversity of its community and aims to maintain a culture of mutual respect in which all members work positively together and support one another. The Positive Behaviour Policy sets out how children and young people are supported to behave appropriately as members of the school community and the Staff Code of Conduct sets out clear expectations for staff.
- The school's curriculum is designed to ensure that all children and young people make progress from their starting points. There are four 'pathways' reflecting different needs. Collated progress data indicates that children and young people have not been disadvantaged by gender or ethnicity.



- The school uses a range of examinations and accreditation so that all children and young people have external recognition for their achievements.
- The Trust manages 'Project Search' which supports young people with SEND from Whitefield and other local schools to move into full time employment
- The curriculum includes education for a diverse society at a level appropriate to different groups of pupils. The school environment shows positive images of people across the whole community. Wall displays, newsletters, electronic images on digital signage and the school website celebrate how all pupils at Whitefield can enjoy learning and achieve.
- The school has invested in facilities on site so that children and young people for whom SEND might be a barrier in the community are able to enjoy swimming, sports, adventure play and soft play
- The PSHE/ SED curriculum is currently being strengthened in line with recent legislation.
- The school expects all members of the community to respect and value different faiths. A cycle of fortnightly themes includes the faiths represented within the community.
- The school's admissions process ensures that all potential pupils are treated equally regardless of gender, ethnicity, sexual orientation, disability, religion or belief
- The school's retirement process ensures that all applicants are treated equally regardless of gender, transsexual status, race, disability, sexual orientation, religion or age. The school recognises and follows its responsibility to make 'reasonable adjustments' to enable staff with a disability to contribute to the school.
- Although disadvantage is not a protected characteristic, the school recognises that disadvantage and SEND often co-exist. The school works actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing. (See Pupil Premium Plan for further details). The school's named teacher for Children who are Looked After monitors the progress and wellbeing of children and young people who might be disadvantaged by reason of their life experience.
- Traffic management at the start and end of the day is planned and managed to ensure the safety of pupils, staff, parents and visitors whilst enabling pupils to develop independence skills as appropriate.
- Access for wheelchair users and/or people with movement difficulties are ensured through the use of lifts in all building with additional floors.
- Lifts with bigger capacity are available in Margaret Brearley School due to the higher percentage of pupils with physical needs.
- The Academy provides all children and young people with a broad and balanced curriculum that is differentiated to meet the needs of individual pupils and their preferred learning styles.
- The trust continues to place an emphasis on continued professional development for all staff to ensure that current practice meets the needs of pupils.
- The trust will continue to liaise with specialist services such as Health professionals and LA services to enable access for children and young people both on the school site and further afield.
- The PHSE policy and related guidance has been reviewed to ensure that all children and young people are supported to be part of the school community and equipped to live and work alongside other people in adult life.



5. Current equality and access objectives – School Improvement Plan

The following objectives within the School Improvement Plan for 2019/20 are relevant to equalities and access.

Key Priority 1: Curriculum

To complete the review of Whitefield's bespoke curriculum to ensure it meets the needs of current children and young people with an appropriate emphasis on preparation for next steps and adult lives

This review will ensure that all children and young people, whatever their background, SEN or starting points, continue to make the best progress they can.

It will include a review of the PSHE curriculum, taking account of recent government guidance by recognising and celebrating different family structures and by supporting those children and young people who are able to grasp the relevant concepts to understand about sexual orientation. The development of the PHSE curriculum will ensure that all children and young people have access to leaving opportunities that enable them to develop life skills to interact with others to keep themselves safe.

Key Priority 2: Assessment

To replace P-levels with pupil centred systems for tracking progress which inform the next steps for individualised teaching and learning

Pupil centred systems for assessment and tracking will support an individualised curriculum in which teachers identify the next steps in learning for all children and young people.

6. Further equality objectives

The Senior Leadership Team has identified the following equality objectives in addition to those within the School Improvement Plan

- To review and audit girls' access to enrichment activities in sport and expressive arts and take any necessary action to ensure equality of opportunity
- To enable all children and young people to participate in high quality expressive arts activities on site by working with external arts companies such as the Barbican
- To update the minibus fleet so that children and young people have more opportunities to learn off site
- To improve the quality of education about sex and sexuality through strengthening the PSHE curriculum and providing additional training for staff and investing in additional resources
- To support parents to learn English through taking part in the Waltham Forest project. It is called English for every day. A free course for beginners.
- To continue to improve access to and around the site for people with a physical disability



- Further develop access to a wider range of work experience opportunities for key stage 4 & 5 pupils as appropriate to develop pupil engagement and interest in the wider community and to develop skills for meaningful and purposeful engagement within the community.
- Learn from the work of the local authority task group reviewing support for children and young people who are lesbian, gay, bisexual or transgender so that staff are well informed about the needs of this group and any children or young person who needs support is able to access it.
- Continued development of practice to support mental health and emotional wellbeing for staff, children and young people.
- Review and develop the PHSE policy and related guidance so that all children and young people are supported to be part of the school community and equipped to live and work alongside other people in adult life.
- Further develop access to a wider range of work experience opportunities for key stage 4 & 5 pupils as appropriate to develop pupil engagement and interest in the wider community and to develop skills for meaningful and purposeful engagement within the community.



APPENDIX 1- Key information

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favorably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination

Public Sector Equality Duty

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Some schools chose to meet these previous duties by combining the three policies into a “single” equality policy.

There is now no requirement for schools to have equality policies, schemes and/or action plans. This has been made clear in the updated list of statutory policies for schools from the Department for Education (DfE).

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have “due regard” to the need to:



- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

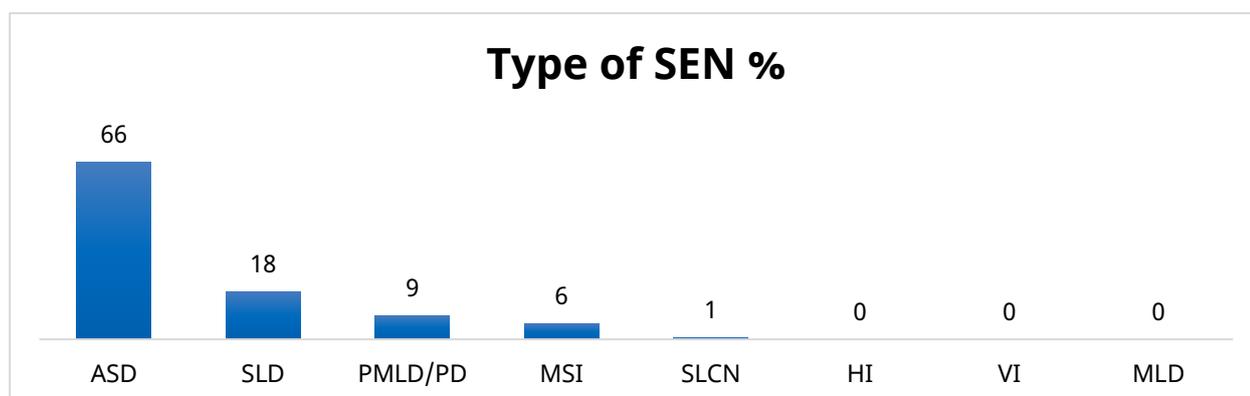
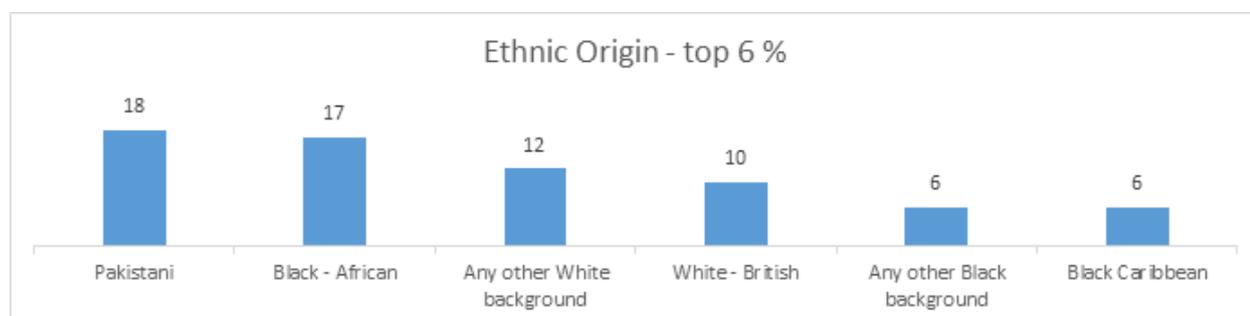
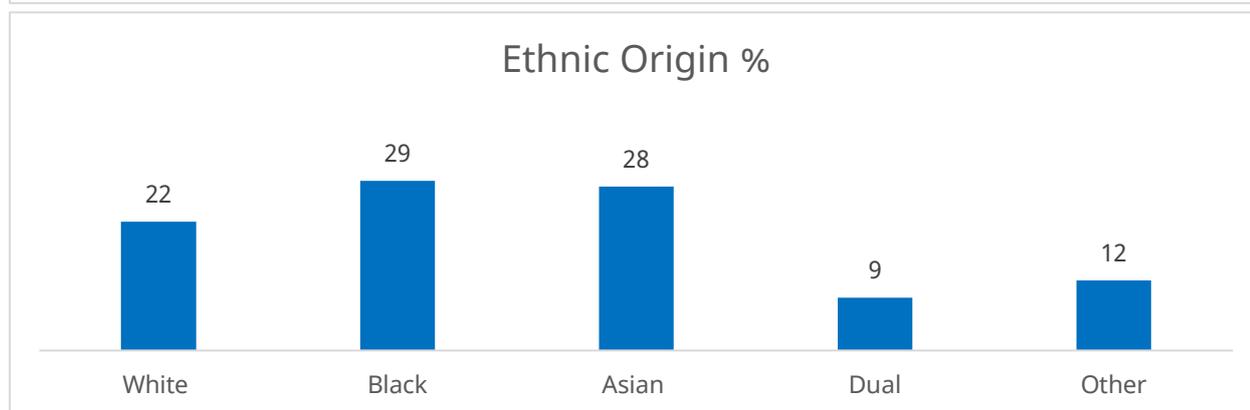
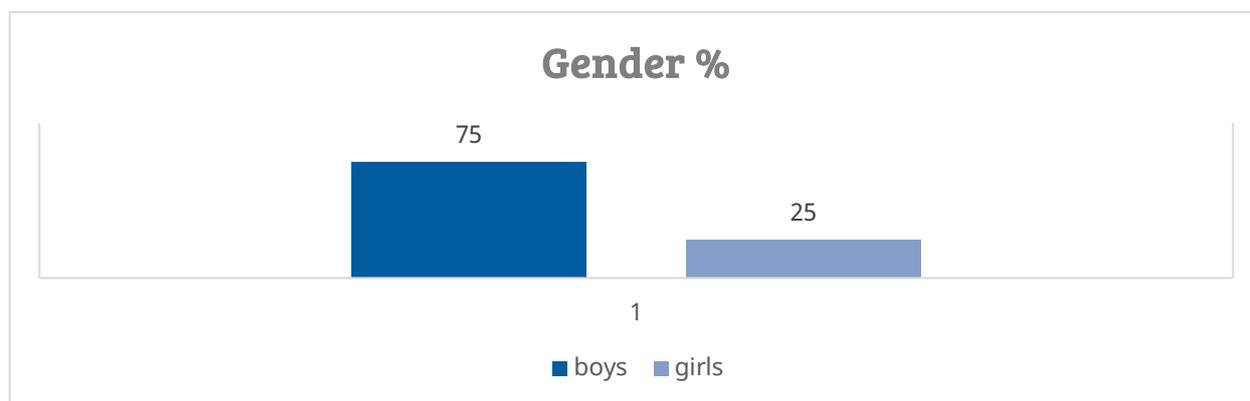
The two specific duties for schools aim to assist them to meet the general duty. Schools should have complied with these two duties from April 6, 2012. They are:

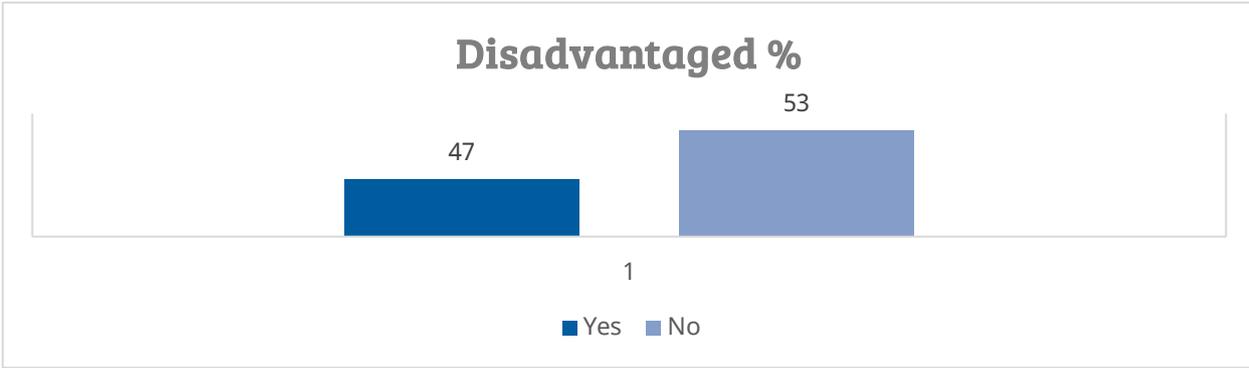
- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Adapted from 'The Equality Act: What Schools need to know' by Bill Bulleton



APPENDIX 2 – The school population





There are 13 Children who are Looked After.

**Shared via the school's web site:
www.whitefield.org.uk**