**Policy Document – Equalities Policy, Duties & Objectives** Date of last review: September 2021

Responsibility: Assistant Principal

**Equalities Policy, Duties & Objectives**

**1) INTRODUCTION**

1.1 This equalities policy amalgamates all the relevant equalities legislation into one document, including our responsibilities under the Public Sector Equality Duty (PSED) and our equalities objectives in Appendix 1.

**2) STATEMENT/PRINCIPLES**

2.1 The policy outlines the commitment of the staff and Governors of William Morris Sixth Form to ensure that equality of opportunity is available to all members of the sixth form community. For our sixth form this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students at WMSF, celebrating and valuing the equal opportunity achievements and strengths of all members of the sixth form community.

These include: -

∙ Students

∙ Teaching staff

∙ Support staff

∙ Parents/carers

∙ Governors

∙ Multi-agency staff linked to school staff

∙ Visitors to school

∙ Students on placement

2.2 We believe that equality at William Morris should permeate all aspects of sixth form life and is the responsibility of every member of the sixth form and wider community. Every member of the WMSF community should feel safe, secure, valued and of equal worth.

2.3 At William Morris, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

**3) LEGISLATION**

3.1. Below is a list of legislation that we used as our guidance when preparing this policy:

∙ The Equality Act (2010) amended the requirements of the Equal Pay Act 1970 (and the Sex Discrimination Act)

∙ The Disability Discrimination Act (2005)

∙ The Race Relations Act (1976)

∙ The Race Relations Amendment Act (2000)

∙ The Human Rights Act (2000)

∙ The Children’s Act (2004)

∙ The European Directives

∙ The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003

∙ The respective Codes of Practice associated with the legislation

**4) PUBLIC SECTOR EQUALITY DUTY**

4.1 The Equality Act 2010 introduced a single Public Sector Equality Duty. The duty applies to public bodies such as Local Authorities and includes maintained schools and academies. The duty replaces previous equality duties on race, disability and gender.

4.2 The duty came into effect in April 2011 and has three main aims stated below. In carrying out their functions, public bodies are required to have ‘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 relations across all characteristics, and between people who share a protected characteristic and people who do not share it.

4.3 Protected characteristics are:

∙ Race

∙ Disability

∙ Gender

∙ Age

∙ Religion or belief

∙ Sexual orientation

∙ Pregnancy and maternity

∙ Gender reassignment

∙ Marriage and Civil Partnership

4.4 There are specific duties under the PSED which require schools to:

∙ Publish information to demonstrate how we are complying with the PSED; and

∙ Prepare and publish equality objectives. These will be updated annually and published at least once every four years.

**5) MISSION STATEMENT**

5.1 The William Morris Sixth Form exists to raise the achievement of individual students of all abilities and support their personal and career development by providing the highest quality guidance and education in a happy, friendly and challenging environment.

**6) AIMS**

6.1 To offer the opportunity of post-16 education to all students in the area, regardless of current level of achievement, by providing a broad range of courses at all levels with appropriate learning support, and by providing particular support for students with special educational needs.

6.2 To develop students’ knowledge and skills through the highest quality of teaching so that they become independent learners who can take responsibility for their own learning and thus maximise their potential.

6.3 To provide excellent guidance for students both prior to and during their course to ensure students choose a suitable course and then progress to further courses or employment suited to their abilities and interests.

6.4 To raise student aspirations and, when appropriate, to encourage greater access to higher education.

6.5 To provide a friendly and supportive learning environment in which individual students receive the advice, guidance and help they need to be able to perform their future roles as adults and citizens with confidence and responsibility.

6.6 To encourage students to view education positively and widely as a life-long enterprise and to develop a broad range of interests and leisure pursuits.

6.7 To foster a community spirit in which all students and staff feel valued. 6.8 To make an important contribution to the life of the local community. 6.9 To develop and train all staff to perform their roles to the highest standard.

6.10 We believe that William Morris Sixth Form is a special place and think that the following features are key factors in our success:

∙ our high expectations of student and staff performance

∙ our concern and care for the individual

∙ the quality of our guidance and advice on course choice and progression

∙ an exciting range of courses

∙ very good facilities and learning resources

∙ an enrichment programme

∙ offering opportunities for personal development

∙ our relatively small size of approximately 900 students

∙ a strong tutorial system based on the best sixth form practice

∙ our range of student support services

∙ the enthusiasm, dedication and commitment of our staff.

6.11 We value the individuality of all our students and are committed to giving all our students every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. Our school admissions policy is equally open to students of all groups.

**7 MONITORING AND REVIEW**

7.1 Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan and due regard is given promotion of all aspects of equality within the SIP. The person on the staff responsible for co-ordinating the monitoring and evaluation is Assistant Principal (Engagement). S/he will be responsible for:

∙ Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.

∙ Working closely with relevant governors.

∙ Supporting positively the evaluation activities that moderate the impact and success of the policy.

7.2 We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

7.3 We make regular assessments of students’ learning and use this information to track students’ progress, as they move through the sixth form. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

7.4 As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

∙ Exclusions and truancy;

∙ Incidents of racism, disability, sexist incidents and all forms of bullying; ∙ Parental involvement;

∙ Participation in extra curriculum activities, enrichment; and

∙ Attendance.

7.5 Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

**8) PROMOTING EQUALITY THROUGH THE CURRICULUM TEACHING AND LEARNING**

8.1 We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

∙ Ensure quality of access for all students and prepare them for life in a diverse society;

∙ Use materials that reflect a range of cultural backgrounds, without stereotyping; ∙ Promote attitudes and values that will challenge discriminatory behaviour;

∙ Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures;

∙ Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;

∙ Develop students advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;

∙ Ensure that the tutorial curriculum covers issues of equalities, diversity, religion, human rights and inclusion;

∙ All curriculum areas, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;

∙ Seek to involve all parents in supporting their child’s education;

∙ Provide educational visits and extra-curricular activities that involve all student groupings;

∙ Take account of the performance of all students when planning for future learning and settling challenging targets;

∙ Make best use of all available resources to support the learning of all groups of students; and

∙ Identify resources that support staff development.

**9) LEARNING ENVIRONMENT**

9.1 There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view the student’s achievements in this light.

9.2 To secure the desired outcomes we recognise:

∙ Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students;

∙ Adults in the sixth form will be good, positive role models in their approach to all issues relating to equality of opportunity;

∙ The sixth form should place a very high priority on the provision for special educational needs and disability. We aim to meet all students’ learning needs including the more able by carefully assessed and administered programmes of work;

∙ The sixth form will provide an environment in which all students have equal access to all facilities and resources;

∙ All students are to be encouraged to be actively involved in their own learning; and

∙ A range of teaching methods are to be used throughout the sixth form to ensure that effective learning takes place at all stages for all students.

**10) CURRICULUM**

10.1 At WMSF we aim to ensure that our:

∙ Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;

∙ Students will have opportunities to explore concepts and issues relating to identity and equality;

∙ All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered; and

∙ All students have access to qualifications which recognise attainment and achievement and promote progression.

**11) ETHOS AND ATMOSPHERE**

11.1 At William Morris, we are aware that those involved in the leadership of the sixthform community are instrumental in demonstrating mutual respect between all members of the school community.

11.2 There should be an ‘openness’ of atmosphere which welcomes everyone to the sixth form.

11.3 The students are encouraged to greet visitors WMSF with friendliness and respect.

11.4 The displays around the sixth form are of high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

11.5 Provision is made to cater for the spiritual needs of students through planning of both assemblies, classroom based and externally based activities.

**12) RESOURCES AND MATERIALS**

12.1 The provision of good quality resources and materials within WMSF is a high priority. These resources should:

∙ Reflect ‘the reality of an ethnically, culturally and sexual diverse society’; ∙ Reflect a variety of viewpoints;

∙ Show positive images of all genders in society including people with disabilities; ∙ Reflect non-stereotypical images of all groups in a global context; ∙ Include materials to raise awareness of equal opportunity issues;

∙ Be equally accessible to all members of sixth form community consistent with health and safety; and

∙ Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

**13) LANGUAGE**

13.1 We recognise that it is important at WMSF that all members of the school community use appropriate language which:

∙ Does not transmit or confirm stereotypes.

∙ Does not offend.

∙ Creates and enhances positive images of particular groups identified at the beginning of this document.

∙ Creates the conditions for all people to develop their self-esteem. ∙ Uses correct terminology in referring to particular groups or individuals; and ∙ Use first language effectively for learning.

**14) PROVISION FOR BILINGUAL STUDENTS**

14.1 We undertake at WMSF to make appropriate provision for all EAL/bilingual student/groups to ensure access to the whole curriculum. These groups may include:

∙ Traveller and Gypsy Roma student;

∙ Those from refugee families;

∙ Students whom English is an additional language; and

∙ Students who are new to the United Kingdom.

**15) PERSONAL DEVELOPMENT AND PASTORAL GUIDANCE**

15.1 Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students.

15.2 All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race.

15.3 All students/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.

15.4 Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community.

15.5 Emphasis is placed on the value that diversity brings to the sixth form community rather than the challenges.

**16) STAFFING AND STAFF DEVELOPMENT**

16.1 We recognise the need for positive role models and distribution of responsibility among staff. This must include student’s access to a balance of male and female staff.

16.2 We undertake to encourage the career development and aspirations of all individuals.

16.3 It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

**17) STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

17.1 All posts are advertised formally and open to the widest pool of applicants.

17.2 All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process.

17.3 Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school.

17.4 Access to opportunities for professional development is monitored on equality grounds. 17.5 Equalities policies and practices are covered in all staff inductions. 17.6 All supply staff are made aware of equalities policies and practices.

17.7 Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

**18) HARASSMENT AND BULLYING**

18.1 It is the duty of this school to challenge all types of discriminatory behaviour, for example:

∙ Unwanted attentions (verbal or physical); and/or

∙ Unwelcome or offensive remarks or suggestions about another person’s appearance, character, race, ability or disability, sexuality, gender (or

transgender).

The sixth form has a clear, agreed procedure for dealing with incidents such as these.

**19) PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER COMMUNITY**

19.1 We aim to work in partnership with parents to help all students to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

∙ All parents/carers being encouraged to participate at all levels in the full life of the sixth form;

∙ Encouraging members of the local community to regularly join in sixth form activities e.g. black history month celebrations, multicultural day celebrations, etc.; and

∙ Exploring the possibility of the school having a role to play in supporting new and settled communities.

**20) RESPONSIBILITY FOR THE POLICY**

20.1 In our sixth form, all members of the WMSF community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

∙ The sixth form complies with all equalities legislation relevant to the sixth form community;

∙ WMSF’s Equality policy is maintained and updated regularly;

∙ That procedures and strategies related to the policy are implemented; and

∙ Governing Body will have an overview on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Principal and Leadership Group is responsible for:

∙ Along with the Governing Body, providing leadership and vision in respect of equality;

∙ Overseeing the implementation of the Equalities Policy;

∙ Co-ordinating the activities related to equality and evaluating impact;

∙ Ensuring that all who enter the sixth form are aware of, and comply with, the Equalities Policy;

∙ Ensuring that staff are aware of their responsibilities and are given relevant training and support; and

∙ Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

∙ Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

∙ Not discriminating on grounds of race, disability, or other equality issues; and

∙ Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

20.2 We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

∙ Equal opportunities;

∙ Students’ progress attainment and assessment;

∙ Behaviour discipline and exclusions;

∙ Students’ personal development and pastoral care;

∙ Teaching and learning;

∙ Induction;

∙ Admissions and attendance;

∙ The curriculum;

∙ Staff recruitment and retention;

∙ Governor/staff training and professional development;

∙ Partnerships with parents/carers and communities; and

∙ Visits and visitors.

**21) THE MEASUREMENT OF IMPACT OF THE POLICY**

21.1 Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our sixth form.

**Appendix 1 - WMSF Equality Objectives**

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| --- | --- | --- | --- | --- |
| **Area for** **improvement** | **Target**  | **Action Points**  | **Monitoring**  | **Lead** **Person** |
| Disadvantaged Students  | To bridge the digital gap so online/remote learning is accessbile to all. | Rolling out the Chromebooks to bridge the digital gap – data upgrades for those with poor internet.  | Review in March  |  |
| Disadvantaged students  | To remove barriers which could impede pupil progress and provide additional support/interventions to improve progress for PPD students. | Increase in support available from Student Services, e.g. West London Zone and male, black counsellor. Increase FSM uptake/breakfast club. | Review in July  |  |
| Disadvantaged students | To actively encourage the membership of vulnerable pupils in enrichment activities. | Offer a wide range of activities for all students and ensure vulnerable/disadvantaged students have access to all activities. Activites moved online so that students have access to the enrichment curriculum while remote learning  | Review in July  |  |
| Vulnerable Students  | To actively encourage students to seek help for Metal Health issues, especially those. brought about by Covid 19 | Offer a wide range of MH services, bereavement counselling,MIND | On-going  |  |
| Sexuality  | To improve the way we support students who identify themselves as LGBTQ+ | Organise training with relevant organisations such as Schools Out. Reinforce a positive message regularly through tutorials, enrichment etc.Make LGBTQ+ group as part of the yearly enrichment programme. Tackle heterosexism language in the classroom. Celebrate LBGTQ+Month with a series of events. (online as necessary) | Review in July  |  |
| Race  | To improve the attendance of male BAME students. | Analyse attendance data to identify trends, including any correlation with PPD studentsInterventions to identify possible barriers. | Review in July  | JBr |
| Race  | To improve the self image of Black Afro/Caribbean students - linking to the BLM movement.  | Celebrate Black History Month as Celebration of Black Culture month – with a programme of events across three weeks, which celebrates Black achievement, culture, food, Alumni, and Black businesses  | Review in July  |  |