

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)	
Race	All:	Equality Guidelines, translation of key documents, Harassment & Bullying Policy.	Inclusion Policy, celebrate diversity provision of translators.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, Principal's Assembly, celebrate diversity, Academy Vision Statement.	Community Cohesions Policy, Diversity Awards.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. Staff briefings, monitoring of workforce EAP Scheme.		
	Pupils:	Admissions Policy, racial incident forms, Principal's report, Governors' minutes, comparable attainment data, MIS records, analysis of 'micro population groups' as defined by Ofsted.	RS and PSHE Curriculum, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling / Key Workers, Student Voice. Work with external agencies and youth groups, association with Stonewall.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, displaying student photos. School Counselling / Key Workers, Student Voice.		Chinese New Year, Culture Weeks.
Disability	All:	Equality Guidelines, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, Principal's Assembly, Academy Vision Statement.	Community Cohesions Policy.	

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont'd)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	Staff welfare committee.
	Pupils:	SEND Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Assemblies, RS and PSHE curriculum, discussions on tolerance, School Counselling / Key Workers, Student Voice.	Supporting students with disabilities, strategies in place, School Counselling / Key Workers, Student Voice.	Parents' forums and workshops. Staff advised via medical pen pictures.
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures, Principal's Assembly.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, pupil results, evidence of improvement, pupil data, incident forms, Governors' minutes, MIS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, PSHE curriculum, assemblies, behaviour policy, School Counselling / Key Workers, Student Voice. Vulnerable girls group.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling / Key Workers, Student Voice.	

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Gender Reassignment	All:	Equality Guidelines, monitoring forms and surveys, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice via HR. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling / Key Workers, Academy Vision Statement.	Examples of supporting transition, Community Cohesions Policy.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process development, EAP scheme, staff briefings.	
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors' minutes, Principals' report, comparable attainment data, MIS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School Counselling / Key Workers, Student Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Voice.	
Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	Student pen pictures.

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Pregnancy & Maternity (Cont'd)	Pupils: <i>(Cont'd)</i>	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling / Key Workers, Student Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling / Key Workers, Student Voice.	
Age	All:	Equality Guidelines, Harassment & Bullying Policy,	Compliance with Guidelines.	Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	Community Cohesions Policy.
	Pupils:	Tutor time, pupil curriculum.	School Counselling / Key Workers, Student Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Assembly, School Counselling / Key Workers, Student Voice.	
Religion and Belief	All:	Equality Guidelines, Harassment & Bullying Policy	Inclusion Policy, time off for religious observation.	Principal's Assembly, community involvement.	Community Cohesions Policy, awards for cultural diversity, provision of Faith Room.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	Adapted facilities for washing, provision of Faith Room.

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Religion & Belief (Cont'd)	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RS and PSHE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling / Key Workers, Student Voice.	Students provided with time and space to observe, assemblies, community involvement, time off for religious observation, School Counselling / Key Workers, Student Voice, School calendar adapted to meet the needs of majority religious group.	Provision of Faith room.
Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Academy Vision Statement, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors' minutes, comparable attainment data, MIS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RS and PSHE curriculum, data to identify and implement interventions, School Counselling / Key Workers, Student Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling / Key Workers, Student Voice.	

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1: To develop a Community Cohesions Policy

We will complete this by 10/02/2017

Why we have chosen this objective:

Wye School welcomes its obligations and duties under the Education and Inspections Act 2006 to promote Community Cohesion.

By community cohesion, we mean working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

To achieve this objective we plan to:

Research and develop a Community Cohesions Policy for ratification by the Local Governing Body, who will review annually the extent to which we have been successful in implementing our action plan.

Progress we are making towards achieving this objective:

Prevent Duty risk assessment carried out in 2016.

**Equality Objective 2: To develop understanding of use of pen pictures and implement as required.
We will complete this by 10/02/2017**

Why we have chosen this objective:

To improve student-centred planning and enable staff to plan properly for individual needs.

To achieve this objective we plan to:

Inclusion team to devise template and produce PPs for students with special educational needs, disabilities or medical requirements.

Progress we are making towards achieving this objective:

**Equality Objective 3: To enhance the celebration of diversity within the school.
We will complete this by 31st March, 2017.**

Why we have chosen this objective:

To increase awareness of cultural diversity and create a safe and accepting environment.

To achieve this objective we plan to:

Celebration of culture weeks, e.g. Chinese New Year.
Awards for cultural diversity.
Consider provision of Faith Room and adapted facilities for washing.

Progress we are making towards achieving this objective:

