



WOODSIDE SCHOOL

Equality policy for Woodside School

Independent School Standards and associated requirements: paragraphs 2(2)(d)(ii), 5(b)(vi), 34 and the Equality Act 2010.

Policy content includes:

- * our commitment to equality and our schools' ethos
- * equality's place in the curriculum
- * challenging harassment and bullying
- * staff recruitment.

Last external review	September 2024
Next external review	September 2025
Latest update	September 2024

OUR COMMITMENT TO EQUALITY

Our commitment involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals including pupils, staff, families, members of the quality & standards committee and visitors in school, ensuring that there is equality of access and celebrating & valuing the strengths within our schools.

We are all responsible for the implementation of this equality policy which includes keeping abreast of equalities legislation, challenging and dealing with incidents of discrimination, bias and stereotyping and ensuring that we never discriminate on any protected characteristic under the Equality Act 2010 which include:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We believe that equality at our schools should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Woodside Schools, equality is a key principle for treating people with dignity and respect, irrespective of the protected characteristics listed above.

THE CURRICULUM

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we ensure that:

- Curriculum planning reflects a commitment to equality, including our values- centred curriculum which includes focus on respecting others and developing relationships.
- Relationships Education (RE) is formally taught to pupils in Key Stages 1-2 and Relationships and Sexual Education (RSE) is taught to our Key Stage 3 pupils (please see our 'healthy living' policy). At Key Stage 4, RSE, is supported by workshops provided by Brook, once a term, every term.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background, faith and experience of pupils and families in the school.

- Where necessary, reasonable adjustments are made to the curriculum and timetable in order to ensure that pupils' needs are catered for.

- There are opportunities in the curriculum (especially in PSHE Education/ RSE – see ‘what we teach’ and ‘healthy living’ policies) to explore concepts and issues related to identity and equality.
- Attitudes and values that challenge discriminatory behaviour and language, including antisemitism, are promoted.
- Non-stereotypical materials are used in the teaching of all subjects, which reflect accurately a range of cultures, identities and lifestyles.
- All teaching is unbiased and balanced. Teachers know that they must never promote partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, teachers always offer pupils a balanced presentation of opposing views
- Provision is made to provide for the cultural, social, moral and spiritual needs, including faiths, of all pupils through the planning of assemblies, classroom based and off-site activities.

PUPILS’ ACHIEVEMENT

There is a consistently high expectation of all pupils and staff. To secure the best possible outcomes, we recognise that:

- Schools like ours must place the highest of priorities on the provision for special educational needs and disability.
- Adults in the schools are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the schools and to use targeted interventions to narrow gaps in achievement.

ETHOS

- We know that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be a feeling of openness and tolerance, which welcomes everyone to our schools.
- Displays around the school are of high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will always be made (within the limitations of resources available or provided in an alternative way) to ensure

access for pupils and visitors (including families) with disabilities.

- Pupils are given an effective, equal voice, for example through 'Pupil Voice'.

STAFF RECRUITMENT

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and adhere to best safeguarding practices to ensure good equality practice through the recruitment and selection process (all members of our recruitment panels must have completed Safer Recruitment training)
- Employment policy and procedures are reviewed regularly to check conformity with legislation.

CHALLENGING HARASSMENT AND BULLYING

- The schools counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, families and other stakeholders.
- The schools have a clear, agreed procedure for dealing with prejudice related bullying incidents within its preventing bullying strategy and staff discipline procedures
- Where incidents of misbehaviour and bullying occur in relation to equality (e.g. discriminatory language), these will be dealt with robustly in line with our 'how we do it' and 'behaviour' policy for pupils and our staff discipline, conduct & grievance procedures for staff.

PARTNERSHIPS WITH FAMILIES AND THE WIDER COMMUNITY

Woodside Schools aim to work in partnership with families. We:

- Ensure that there are good channels of communication to ensure families' views are captured and acted upon.
- Ensure that families of newly arrived pupils e.g. pupils with disabilities, EAL, travellers are made to feel welcome.
- Operate an 'open door' policy to accessing senior leaders.
- Offer personalised support groups for families.